

STATE BOARD OF EDUCATION MEETING February 17-18, 2021

Office of the State Board of Education Len B. Jordan Building 650 W State Street, 3rd Floor Boise, Idaho

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Wednesday, February 17, 2021, 1:00pm (Mountain Standard Time)

BOARDWORK

- 1. Agenda Review / Approval Action Item
- 2. Minutes Review / Approval Action Item
- 3. Rolling Calendar Action Item

OPEN FORUM

CONSENT

BAHR

- Boise State University Online Program Fee for Undergraduate Certificate in Conflict Management – Action Item
- Boise State University Online Program Fee for Graduate Certificate in Conflict Management – Action Item
- 3. University of Idaho Barbri Service Contract UI Law School Action Item IRSA
- 4. Boise State University Proposal for Discontinuation of Master of Applied Historical Research Action Item
- 5. Boise State University Online Undergraduate Certificate in Entrepreneurship Action Item
- 6. EPSCoR Appointments Action Item
- 7. Semi-Annual Report of Approved Program Requests Action Item

PPGA

- 8. Data Management Council Appointments Action Item **SDE**
- 9. Emergency Provisional Certificates Action Item
- 10. Northwest Nazarene University Educator Preparation Program Action Item

WORK SESSION

PPGA

1. Assessment Overview – Information Item

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

- 1. Boise State University Annual Report Information Item
- 2. Idaho Public Charter School Commission Annual Report Information Item
- 3. Idaho Bureau for Services for the Deaf and the Blind Annual Report Information Item
- 4. Accountability Oversight Committee Assessment Recommendation Action Item
- 5. K-20 Education Strategic Plan Action Item
- 6. Legislative Update Action Item

Thursday, February 18, 2021 9:00am (Mountain Standard Time)

AUDIT

1. Lewis-Clark State College Foundation Operating Agreement – Action Item

BUSINESS AFFAIRS AND HUMAN RESOURCES

- 1. Board Policy II.R. Retirement Plan Committee First Reading Action Item
- 2. Board Policy V.R. Establishment of Fees First Reading Action Item
- 3. Idaho State University Online Program Fee for the Fire Services Administration Associate of Science and Bachelor of Science Action Item

STATE DEPARTMENT OF EDUCATION

- 1. Developments in K-12 Education Information Item
- Update on the Coronavirus Aid, Relief, and Economic Security (CARES) Act and Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021

 — Information Item
- 3. Pandemic Electronic Benefit Transfer Program Information Item
- Idaho K-12 Behavioral Health and Wellness Services Scan Presentation Information Item
- 5. Curricular Material Review Committee Appointments Action Item
- 6. Praxis II Tests and Idaho Cut Scores Adoption Action Item

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

- 1. Cybersecurity Initiative Update to the Board Information Item
- 2. Board Policy III.Z. Delivery of Postsecondary Programs First Reading Action Item

- 3. Board Policy III.F. Program Prioritization Second Reading Action Item
- Waiver Board Policy III.U. Textbook and Instructional Materials Affordability Action Item
- 5. Boise State University Online Graduate Certificates in Analyst and Threat Intelligence, Resilience Engineering, and Governance Policy Administration Action Item
- 6. Boise State University Online Bachelor of Science and Master of Science in Cyber Operation and Resilience Action Item

If auxiliary aids or services are needed for individuals with disabilities, or if you wish to speak during the Open Forum, please contact the Board office at 334-2270 no later than two days before the meeting. While the Board attempts to address items in the listed order, some items may be addressed by the Board prior to, or after the order listed.

1. <u>Agenda Approval</u>

Changes or additions to the agenda

BOARD ACTION

I move to approve the agenda as posted.

2. <u>Minutes Approval</u>

BOARD ACTION

I move to approve the minutes for the December 10, 2020 and January 4, 2021 Special Board Meetings, and the December 17, 2020 Regular Board meeting minutes.

3. Rolling Calendar

BOARD ACTION

I move to set February 16-17, 2022 as the date and Boise State University as the location for the February 2022 regularly scheduled Board Meeting.

BOARDWORK Page 1

DRAFT MEETING DECEMBER 10, 2020



STATE BOARD OF EDUCATION MEETING December 10, 2020

DRAFT

Office of the State Board of Education Len B. Jordan Building 650 W State Street, 3rd Floor Boise, Idaho

A special meeting of the Idaho State Board of Education was held via Zoom teleconference on Thursday, December 10. Board President Critchfield presided and called the meeting to order at 11:00am (MST). A roll call of members was taken.

Present

Debbie Critchfield, President Andy Scoggin, Vice President Kurt Liebich, Secretary Dr. Linda Clark Shawn Keough Emma Atchley Dr. Dave Hill Sherri Ybarra, State Superintendent

Thursday, December 10, 2020, 11:00 a.m. (MST)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

1. Stage 2 Stay Healthy Order Resolution

BOARD ACTION

M/S (Clark/Scoggin): I move to approve the Resolution set forth in Attachment 1, the title of which is as follows:

A Resolution Directing School District and Charter School Compliance with Stage 2 Stay Healthy Order.

A roll call vote was taken and the motion carried 8-0.

Before asking Board Member Clark to formally introduce the item, Board President Critchfield discussed the many challenges and changes that the Board has faced over the past several months throughout the COVID-19 pandemic and noted that local school boards have played a crucial role in ensuring that schools are able to remain open while maintaining the safety of students. Board President Critchfield also

DRAFT MEETING DECEMBER 10, 2020

discussed that Stage 2 Stay Healthy Order that was issued by Governor Little and the Director of the Idaho Department of Health and Welfare on November 14, 2020.

Board President Critchfield outlined that the order prohibits public or private gatherings of more than 10 people, whether indoors or outdoors, and added that while these gatherings do not include educational activities involving students taught by an educator in a school or equivalent setting, spectators at school events remain subject to the prohibition of gatherings of more than 10 people. School districts and charters across the state are feeling pressure from the public to allow more than 10 people to attend athletic and extracurricular events, but doing so would be in violation of the Stage 2 Stay Healthy Order, which has the full force and effect of law. Board President Critchfield stated that the action that the Board would consider is not a revision to current guidelines or an introduction of new guidelines, but a Resolution to call upon districts and charters to comply with the State 2 Stay Healthy Order.

Board Member Clark read the Resolution, the full text of which can be found within the meeting agenda materials.

Superintendent Ybarra shared that she supports protecting students' health and safety as well as the health and safety of the public. Supt. Ybarra inquired about rural districts across the state who may not be experiencing high levels of COVID-19 cases, and asked if the resolution provides local districts within enough flexibility to make decisions that are best for them. Board Member Clark noted that local public health districts are responsible for making decisions that best fit the local situation. Board President Critchfield added that any statewide orders issued by Governor Little are applicable to every school district, regardless of their location. She also discussed that the resolution does not limit local school boards' ability or authority to make decisions within the order, but provides the clear guidelines that should be followed.

Board Secretary Liebich discussed that he tries to look at the pandemic through the lens of the Board's priorities, highlighting four key areas: 1) protecting the healthcare capacity across the state, 2) maintaining a functioning economy, 3) ensuring that students are able to be in school under the instruction of a teacher, and 4) creating a sense of normalcy wherever possible while maintaining the first three priorities. He added that if districts across the state are able to balance these four key areas, it is acceptable to ask that they comply with the Stage 2 Stay Healthy Order.

Matt Freeman, Executive Director, outlined that it is important for districts and the public to understand that the Resolution does not add new restrictions or mandates, but rather reinforces the Governor's mandate which has the full force of law. He also noted that the Resolution highlights the risks that local school boards run if they do not comply with the Stage 2 Stay Healthy Order. Mr. Freeman discussed that it is crucial to make local boards aware of the order and the criminal and civil liability risks that are present if they disregard the order.

DRAFT MEETING DECEMBER 10, 2020

Board Secretary Liebich noted that the agenda materials outline that the Board was made aware of school districts in various areas of the state that are not complying with the Stage 2 Stay Healthy Order, and asked if there is any sense of how widespread the issue is aside from media reporting and anecdotal conversations. Board President Critchfield responded that she had several conversations with district superintendents, and the main concern is that districts have opened further than what the Idaho Back to School Framework staging allows, which has created pressure from surrounding districts who have not progressed as far within the staging. Board Member Clark added that there are other statewide entities who share the Board's concerns about the criminal and civil liability risks that districts are facing.

Board Member Atchley discussed that there is a lot of angst and disagreement within communities regarding the response to the pandemic. She emphasized that the Board's priority as the state's education leader is to maintain the safety of students and reduce the spread of COVID-19, and added that the Board must require districts to enforce the guidelines set by the Stage 2 Stay Healthy Order. Board President Critchfield, Supt. Ybarra, and Board Vice President Scoggin echoed these comments.

Board Member Hill inquired if the Board will need to adjust the Resolution if a new health order is issued by the Governor, and Board Member Clark explained that the Resolution asks for compliance for the current order as well as any subsequent orders.

There were no additional questions or comments from the Board.

There being no further business, a motion to adjourn was entertained.

BOARD ACTION

M/S (Hill/Scoggin): I move to adjourn the meeting at 11:26 am (MST). The motion carried 8-0.

DRAFT MINUTES DECEMBER 17, 2020



STATE BOARD OF EDUCATION MEETING December 17, 2020

DRAFT

Office of the State Board of Education Len B. Jordan Building 650 W State Street, 3rd Floor Boise, Idaho

A regular meeting of the Idaho State Board of Education was held via Zoom teleconference on Thursday, December 17, 2020. Board President Critchfield presided and called the meeting to order at 9:00am (MST). A roll call of members was taken.

Present

Debbie Critchfield, President Andy Scoggin, Vice President Kurt Liebich*, Secretary Dr. Linda Clark Emma Atchley Shawn Keough* Dr. Dave Hill Sherri Ybarra, State Superintendent

Thursday, December 17, 2020, 9:00 a.m. (MST)

BOARDWORK

Agenda Amendment Review / Approval

BOARD ACTION

M/S (Liebich/Scoggin): Pursuant to Idaho Code, 74-204(4)(b), I move to adopt the amended agenda which was posted on December 16, 2020 to add an agenda item. The agenda item to be added is a request by Idaho State University for Board approval of a contract with Shield T3, LLC to provide COVID-19 testing for students and staff during the Spring semester. The contract is time sensitive and was not available at the time the original agenda was posted. A roll call vote was taken and the motion carried 8-0.

^{*}Except where noted

DRAFT MINUTES DECEMBER 17, 2020

The amended agenda posted on December 16, 2020, pursuant to Idaho Code, 74-207(4)(b), included an additional Action Item under the Consent Agenda section (Idaho State University – COVID-19 Testing Services Contract with Shield T3 LLC). The contract was time-sensitive and was not available at the time the original agenda was posted.

2. Minutes Review / Approval

BOARD ACTION

M/S (Scoggin/Hill): I move to approve the minutes for the October 19, 2020, November 2, 2020, November 23, 2020, and December 7, 2020 Special Board Meetings, and the October 21, 2020 Regular Board Meeting minutes. A roll call vote was taken and the motion carried 8-0.

3. Rolling Calendar

BOARD ACTION

M/S (Scoggin/Clark): I move to set December 15, 2021 as the date for the December 2021 regularly scheduled Board Meeting, to occur via a videoconference originating from the Office of the State Board of Education in Boise. A roll call vote was taken and the motion carried 8-0.

OPEN FORUM

There were no participants for the Open Forum.

CONSENT

BAHR

1. Idaho State University – Multi-Year Agreement – Elsevier Library Contract

BOARD ACTION

M/S (Liebich/Scoggin): I move to authorize Idaho State University to enter into a three-year license agreement, for an amount not to exceed \$1,535,486.18, with Elsevier as outlined herein. A roll call vote was taken and the motion carried 8-0

2. Idaho State University – Teacher Education Online Program

BOARD ACTION

M/S (Liebich/Scoggin): I move to approve the request by Idaho State University to add an online program fee of \$262 per credit to the online teacher education program, in conformance with the program budget submitted to the Board in Attachment 1. A roll call vote was taken and the motion carried 8-0.

3. University of Idaho – Amended Agreement – City of Moscow Services Contract

DRAFT MINUTES DECEMBER 17, 2020

BOARD ACTION

M/S (Liebich/Scoggin): I move to approve the request by the University of Idaho to enter into the Master Agreement for Services between the University of Idaho and the City of Moscow as proposed in Attachment 1. A roll call vote was taken and the motion carried 8-0.

IRSA

 Boise State University – Proposal for Discontinuation – Masters of Health Science

BOARD ACTION

M/S (Liebich/Scoggin): I move to approve the request by Boise State University to discontinue the Master of Health Science as presented in Attachment 1. A roll call vote was taken and the motion carried 8-0.

SDE

5. University of Idaho – New Program Proposal – Master in Teaching

BOARD ACTION

M/S (Liebich/Scoggin): I move to accept the recommendation of the Professional Standards Commission and to conditionally approve the University of Idaho Master of Arts in Teaching program as an approved educator preparation program for certification purposes. A roll call vote was taken and the motion carried 8-0.

6. Emergency Provisional Certificates

BOARD ACTION

M/S (Liebich/Scoggin): I move to accept the recommendation of the Professional Standards Commission and to issue one-year emergency provisional certificates for Bryton Pancheri, Monique Michel-Duarte, Angelis Solis, Kendell Marshall, Rachel Meyer, Diana Schmitt, Erick Valenzuela, Deborah Mann, Cassandra Smouse, Pat Gyles, Juo Fang Liao, Whitney Palmer, Crystal Arizpe and Matthew Pritchard to teach the content area and grade ranges at the specified school districts as provided herein for the 2020-21 school year. A roll call vote was taken and the motion carried 8-0.

Amended Agenda Item BAHR

7. Idaho State University – COVID-19 Testing Services Contract with Shield T3, LLC

BOARD ACTION

DRAFT MINUTES DECEMBER 17, 2020

M/S (Liebich/Scoggin): I move to authorize Idaho State University to enter into an agreement, for an amount not to exceed \$1,043,000 and in substantially similar form to the redlined Agreement, with Shield T3 LLC as outlined in Attachment 1. A roll call vote was taken and the motion carried 8-0.

Prior to the Work Session, Board President Critchfield recognized Laura Woodworth-Ney, Executive Vice President and Provost at Idaho State University, who is leaving ISU after 21 years. Board President Critchfield thanked Dr. Woodworth-Ney for years of service to higher education in Idaho, and Board Member Clark echoed these comments. Matt Freeman, Executive Director, also expressed his gratitude for Dr. Woodworth-Ney, and noted that she has served as a mentor to several Chief Academic Officers in the Office of the State Board of Education.

WORK SESSION

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

A. Kindergarten Readiness Standards
This item was provided in the agenda materials as an information item.

Board Member Clark introduced the item and noted that Governor Little's taskforces have identified kindergarten and school readiness as an area needing improvement. There is currently no state funding for pre-school programs, but there are several ongoing initiatives across the state that are geared toward ensuring kindergarten readiness. Board Member Clark stated that the Board would receive updates on several of those initiatives during the Work Session.

Ron Pisaneschi, General Manager of Idaho Public Television, shared that Idaho Public Television (IPTV) has historically been active in preparing children for school with programming and resources in the areas of social and emotional learning, literacy, social studies and the areas, and STEM (Science, Technology, Engineering, and Math). He noted that research has shown that educational television programming is effective in improving kindergarten readiness as well as later student success. Mr. Pisaneschi provided an overview of the various programs and applications that are available to children and families at no cost. He also discussed several outreach programs supporting kindergarten readiness that are funded by grants, including the Marsing and American Falls Parent Engagement program, training for incarcerated mothers of preschoolers, and Bright By Text Messaging.

Beth Oppenheimer, Executive Director of the Idaho Association for the Education of Young Children, shared that the Idaho Association for the Education of Young Children (IAEYC) has almost reached the one-year milestone for its federal Pre-School Development Grant (PDG), on which the Board received an initial report during the February 2020 Board Meeting. The PDG is geared toward assisting states with conducting a statewide needs assessment, creating a statewide strategic plan, maximizing parental knowledge and choice, sharing best practices, and improving the

DRAFT MINUTES DECEMBER 17, 2020

overall quality of early childhood care and education. Ms. Oppenheimer noted that the IAEYC and the Board have applied for a three-year renewal grant, a summary of which is included within the meeting agenda materials.

Ms. Oppenheimer shared that the PDG has allowed the IAEYC to collaborate with the University of Idaho James A. & Louise McClure Center for Public Policy Research to conduct a statewide needs assessment. She discussed that one of the key findings of the assessment has been that parents lack information about what children need in order to be kindergarten- and school-ready. Following the completion of the needs assessment, the IAEYC will develop a strategic plan and focus on providing resources and professional development opportunities for families, teachers, and childcare providers to support early childhood education and kindergarten readiness.

Board Member Keough left the meeting at 9:35am.

Board Member Clark referenced the Board's K-20 Performance Measures and noted that if students are unprepared when they enter the system, it is difficult for them to meet the target proficiency levels. Board Secretary Liebich inquired about the key outcomes for the PDG, and Ms. Oppenheimer shared that the main priority is examining educational and childcare opportunities across the state to ensure that those programs are working as a uniform system. She also highlighted the need for professional development for childcare providers.

Alayna Knop, English Language Arts Literacy Assessment Coordinator for the Idaho State Department of Education, shared that she recently attended an Early Literacy Network multi-state meeting that focused on K-3 instruction and assessment. The Early Literacy Network aims to ensure consistency in K-3 literacy education. Ms. Knop noted recent efforts geared toward K-3 literacy in Mississippi and Florida, and stated that Idaho is unique in that it has a single K-3 statewide literacy screening exam, the Idaho Reading Indicator (IRI).

Superintendent Ybarra emphasized the importance of the Early Literacy Network and discussed the collaboration taking place among states. She echoed Ms. Oppenheimer's comments regarding lack of parent awareness in regard to lack of parent knowledge of resources intended to assist with K-3 literacy and school-readiness. Marilyn Whitney, Deputy Superintendent for Communications and Policy within the Idaho State Department of Education, discussed the State Department of Education's "Smarty Ants" platform, which provides resources and activities that promote early literacy skills. Ms. Whitney referenced Ms. Oppenheimer's comments about lack of parent awareness in regard to available resources, and noted that only approximately 4,000 families statewide are using the free "Smarty Ants" program.

Board Member Clark asked the Board Members if they were in favor of establishing kindergarten readiness standards, noting that it is difficult to identify kindergarten

DRAFT MINUTES DECEMBER 17, 2020

readiness without standards in place to define what it means to be school- or kindergarten-ready. Board President Critchfield and Board Member Clark discussed that a work group should be established to further discuss possible kindergarten readiness standards and bring recommendations before the Board at a future meeting. Board Secretary Liebich encouraged the Board to remain focused on the literacy portion of kindergarten readiness. Matt Freeman, Executive Director, stated that policymakers across that state need further clarification of the definition of kindergarten readiness. Ms. Oppenheimer added that the concept of kindergarten readiness encompasses more than solely literacy, and cited that social-emotional learning is another crucial component.

There were no additional questions or comments from the Board.

B. K-20 Strategic Plan/Literacy Intervention Update
This item was provided in the agenda materials as an information item.

Board Member Clark introduced the item and stated that this is an opportunity for the Board to provide feedback for the K-20 Strategic Plan and discuss possible revisions prior to approving the updated plan during the February 2021 Board Meeting. She asked Tracie Bent, Chief Planning and Policy Officer, to provide an overview of the areas of the plan that the Board may want to revise. Ms. Bent reminded the Board that they already took action earlier this year by amending the mission and vision statements as well adding a section pertaining to guiding values. She then provided a brief summary of the sections of plan, and noted that while the Board is not required to make revisions, they are required to review the plan on an annual basis.

Board Vice President Scoggin referenced the K-20 Performance Measures and inquired about the presentation of Idaho Reading Indicator (IRI) data. Ms. Bent discussed that because of disruptions in instruction in the spring of 2020 due to the effects of the COVID-19 pandemic, spring 2020 IRI data is not available. Instead, the performance measures reflect the trends for fall IRI data only. Board Secretary Liebich discussed that, while this review period may not be the right time, the Board should continue to align the performance measures with the recommendations that have stemmed from the Governor's K-12 Taskforce and the Accountability Oversight Committee. He also suggested that the Board monitor cohort progress toward proficiency as they move through the system. Ms. Bent suggested that the Board expand this particular performance measure to focus on proficiency and growth within each cohort as part of student performance. Superintendent Ybarra suggested that the Board could compare fall-to-spring IRI scores, and Ms. Bent stated that the varying size of districts can skew this data so the Board would need to emphasize cohort data rather than total class data.

Ms. Bent asked the Board if there are other areas of focus that need revision. Matt Freeman, Executive Director, referenced Goal 3, Objective A within the K-20 Performance Measures (Educational Attainment, Higher Level of Educational

DRAFT MINUTES DECEMBER 17, 2020

Attainment-Increase completion of certificates and degrees through Idaho's educational system), and asked the Board to consider revising the current goal of having 60% of Idahoans between the ages of 25-34 earning a college degree or certificate requiring one academic year or more of study. He noted that the goal is based on population, which is a data point that the Board does not have control of. Board Member Clark discussed that it has been detrimental to the Board to maintain a performance measure that they do not have control over. Board Member Atchley discussed that, when it was adopted several years ago, this particular goal assisted the Board in adopting different strategies to drive degree production. Board Secretary Liebich discussed that it would be necessary for the Board to be mindful of potential outcomes-based funding models if this goal were to be eliminated.

Board Member Clark inquired how the current population goal could be converted to an overall degree production goal. Ms. Bent stated that research has been done to determine workforce needs, and that data can be compared with the degree outputs at each of the institutions. Mr. Freeman invited institution Presidents to share their thoughts on moving away from the population goal. Kevin Satterlee, Idaho State University President, shared that he is in support of moving from a population percentage goal to a degree production goal, and Dr. Cynthia Pemberton, Lewis-Clark State College President echoed his comments. Dr. Pemberton added that she is wary of utilizing the term "production". Dr. Marlene Tromp, Boise State University President, discussed that she is in support of either goal, but noted that perhaps a statement should be added to emphasize that Idaho is in favor of supporting student success regardless of whether or not production or population goals are met.

Board Member Hill and Board Vice President Scoggin discussed that there needs to be more research done prior to deciding to revise the population goal. Board Member Clark suggested that the Board have a more in-depth discussion about this particular performance measure during a Special Board Meeting prior to the February 2021 Board Meeting.

There were no additional questions or comments from the Board.

At this time the Board recessed for 10 minutes, returning at 10:50am (MST).

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

1. Idaho College of Osteopathic Medicine – Progress Report
This item was provided in the agenda materials as an information item.

Board Secretary Liebich introduced the item and asked Dr. Tracy Farnsworth, President and Chief Executive Officer of the Idaho College of Osteopathic Medicine (ICOM), and Dr. Thomas Mohr, Dean and Chief Academic Officer of ICOM to provide an overview of ICOM's major milestones and progress since it welcomed its inaugural class in August 2018. Dr. Farnsworth noted that ICOM was initially announced by former Governor C.L.

DRAFT MINUTES DECEMBER 17, 2020

"Butch" Otter and former Idaho State University President Art Vailas in February 2016, and will celebrate its inaugural commencement ceremony in May 2022. He discussed that ICOM was initially formed in response to the increasing shortage of physicians in Idaho and the Mountain West, and added that ICOM has an intended focus on primary care in rural Idaho.

Dr. Mohr stated that there are currently three cohorts of students, and noted that the program will be at full capacity with approximately 650 students within four cohorts once the Class of 2025 enters the program next summer. He discussed that current students are doing very well, with a 93% first-time pass rate on the Level 1 Comprehensive Osteopathic Medical Licensing Exam (COMPLEX) and a 98% program retention rate as of September 1, 2020. Dr. Mohr also discussed that the inaugural class is currently completing clinical rotations, with 93 students completing rotations in Idaho, 40 students completing rotations in Montana, North Dakota, and South Dakota, and 17 students completing rotations outside of ICOM's five-state region in New York and Mississippi.

Dr. Mohr shared that ICOM's concern from its inception has been Idaho's rank as 49th in the nation for graduate medical education. Dr. Mohr was recently appointed as a member of the Graduate Medical Education (GME) Committee, and he noted that he is optimistic about the steps being taken to improve graduate medical education opportunities in Idaho.

ICOM is located on Idaho State University's (ISU) Meridian campus, with ISU President Kevin Satterlee and ISU Vice Provost Rex Force serving on the ICOM Board of Trustees. President Satterlee stated that the public/private partnership between ISU and ICOM has been beneficial to students and to the state. Matt Freeman, Executive Director, noted that ICOM reserves spaces in the program for ISU graduates, and Dr. Farnsworth stated that 20 spaces are reserved for ISU graduates. President Satterlee added that there are scholarships and an early admissions program in place for ISU students wishing to pursue an education at ICOM.

ICOM's full progress report is included within the meeting agenda materials.

There were no questions or comments from the Board.

Board Member Keough rejoined the meeting at 11:05am (MST).

2. Board Policy III.F. - Program Prioritization - First Reading

BOARD ACTION

M/S (Liebich/Clark): I move to approve the first reading of Board Policy III.F., Program Prioritization, as submitted in Attachment 1. A roll call vote was taken and the motion carried 8-0.

DRAFT MINUTES DECEMBER 17, 2020

Board Secretary Liebich introduced the item and asked Dr. TJ Bliss, Chief Academic Officer, to provide background information. Dr. Bliss explained that the proposed policy amendments would change "academic and non-academic" to instructional and non-instructional", and clarify that "instructional" programs include academic programs as well as career technical education programs. The proposed amendments also remove the requirement for institutions to group non-instructional programs into quintiles based on relative cost efficiency and effectiveness, but maintains the requirement for institutions to quintile academic and career technical education instructional programs. Dr. Bliss noted that the policy still maintains the requirement of rigorous evaluation of non-instructional programs. The policy in its entirety, including the proposed amendments, can be found within the meeting agenda materials.

There were no questions or comments from the Board.

3. Board Policy III.N. - General Education - Second Reading

BOARD ACTION

M/S (Liebich/Hill): I move to approve the second reading of proposed amendments to Board Policy III.N., Statewide General Education, as submitted in Attachment 1. A roll call vote was taken and the motion carried 8-0.

Board Secretary Liebich introduced the item and asked Dr. TJ Bliss, Chief Academic Officer, to provide background information. Dr. Bliss stated that no changes were made since the policy's first reading during the October 21, 2020 Board Meeting. The proposed amendments designate the Executive Director, or his/her designee, as the Chair of the General Education Matriculation (GEM) Committee rather than the Chief Academic Officer. Dr. Bliss noted that the amendment would allow the Executive Director to appoint Dr. Jonathan Lashley, Associate Chief Academic Officer, as the Chair of the GEM Committee. The other key amendment would also require that institutions provide transfer information on their own websites. All other revisions to the policy are minor technical corrections that provide greater flexibility and effectiveness for education work throughout the state. The policy in its entirety, including the proposed amendments, can be found within the meeting agenda materials.

There were no questions or comments from the Board.

4. Board Policy III.S. - Remedial Education - Second Reading

BOARD ACTION

M/S (Liebich/Atchley): I move to approve the second reading of proposed amendments to Board Policy III.S., Remedial Education, as submitted in Attachment 1. A roll call vote was taken and the motion carried 8-0.

DRAFT MINUTES DECEMBER 17, 2020

Board Secretary Liebich introduced the item and asked Dr. TJ Bliss, Chief Academic Officer, to provide background information. Dr. Bliss stated that no changes were made since the policy's first reading during the October 21, 2020 Board Meeting. The purpose of the proposed amendments is to more clearly define the concept of college readiness and clarify the requirements related to college students who need additional general education math and English language arts courses. The proposed policy amendments define three levels of student readiness – academically prepared, academically underprepared, and academically unprepared. Dr. Bliss noted that the policy was significantly reformatted prior to its first reading based on the readiness level distinctions, which enhances readability and interpretation. The policy in its entirety, including the proposed amendments, can be found within the meeting agenda materials.

There were no questions or comments from the Board.

5. Lewis-Clark State College – Proposal for Graduate Certificate in Nursing Management and Leadership

BOARD ACTION

M/S (Liebich/Scoggin): I move to approve the request by Lewis-Clark State College to offer a Graduate Certificate in Nursing Management and Leadership as presented in Attachment 1. A roll call vote was taken and the motion carried 8-0.

Board Secretary Liebich introduced the item and noted that prior to the 2020 Legislative Session, Lewis-Clark State College (LCSC) was not permitted to offer graduate education programs. Dr. Cynthia Pemberton, Lewis-Clark State College President, discussed that the initiative to create the Graduate Certificate in Nursing Management and Leadership was largely driven by Representative Paul Amadour in an effort to better serve the needs of Kootenai Health and St. Joseph Regional Medical Center. Dr. Pemberton noted that LCSC will likely not have an extensive graduate catalog in the future because the institution's mission is focused on undergraduate programs, and added that LCSC is very excited to offer this certificate opportunity.

Dr. Lori Stinson, Provost and Vice President for Academic Affairs at LCSC, shared that the Graduate Certificate in Nursing Management and Leadership will allow students to develop skills by completing 13 wholly online credits. The program's capacity is 20 students, with a minimum enrollment of 5 students. She noted that LCSC anticipates that students will complete the program's business and nursing courses on a part-time basis, paying approximately \$450.00 per credit; full-time, in-state students would pay \$9,000 per year or \$4,500 per semester. Startup costs for the program are minimal since LCSC will rely on current faculty members to support instruction. Dr. Stinson noted that local hospital Chief Executive Officers, the University of Idaho, and Idaho State University have written letters of support for the creation of this certificate.

DRAFT MINUTES DECEMBER 17, 2020

There were no questions or comments from the Board.

6. Boise State University – Proposal for Administrative Unit – Institute for Pervasive Cybersecurity

BOARD ACTION

M/S (Liebich/Keough): I move to approve the request by Boise State University to create an Institute for Pervasive Cybersecurity as presented in Attachment 1. A roll call vote was taken and the motion carried 8-0.

Board Secretary Liebich introduced the item and asked Dr. Tony Roark, Interim Provost and Vice President for Academic Affairs at Boise State University, to provide background information. Dr. Roark discussed that the creation of the Institute for Pervasive Cybersecurity at Boise State University (BSU) is in response to an increasing industry need for an over-competent cybersecurity workforce. The Institute will create educational and professional opportunities on the BSU campus and in the community, and will complement the ongoing statewide cybersecurity initiative. Dr. Marlene Tromp, Boise State University President, added that there is abundant need for cybersecurity education in Idaho, and shared that the Institute will allow individuals to train and work remotely regardless of their location in the state. Edward Vasko will serve as the Director of the Institute for Pervasive Security at BSU, as well as BSU's representative on the Statewide Cybersecurity Committee.

Board Secretary Liebich stated that it would be beneficial for the Board to hear an update on the statewide cybersecurity initiative at a future Board Meeting. Board Member Clark and Board Vice President Scoggin echoed these comments and voiced their support for the program. Scott Green, University of Idaho President, voiced his support for the program and noted that it is a positive step in advancing the statewide cybersecurity initiative. Kevin Satterlee, Idaho State University President, echoed these comments.

There were no additional questions or comments from the Board.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

1. Planning, Policy and Governmental Affairs Committee Initiatives and Intended Outcomes – 2020-21

This item was provided in the agenda materials as an information item.

Board Member Clark introduced the item and stated that the first draft of the Planning, Policy, and Governmental Affairs (PPGA) Committee initiatives and intended outcomes is included within the agenda materials. She shared that the committee would welcome questions, comments, and other feedback from the Board. Dr. Clark also noted that the PPGA Committee has inherited several ongoing action items from the Governor's K-12 Taskforce, which will be incorporated into the committee's initiatives.

DRAFT MINUTES DECEMBER 17, 2020

There were no questions or comments from the Board.

Board Policies I.T. Title IX and III.P. Students – Second Reading

BOARD ACTION

M/S (Clark/Keough): I move to approve the second reading of the amendments to Board Policy I.T. Title IX, as provided in Attachment 1, and Board Policy III.P. Students, as provided in Attachment 2. A roll call vote was taken and the motion carried 8-0.

Board Member Clark introduced the item and reminded the Board of the proposed amendments to the Board Policies that were discussed during the October 21, 2020 Board Meeting. The proposed amendments will align the Board Policies with the rules promulgated by the US Department of Education, which include revisions to terminology as well as a significant change that removes sexual harassment student code of conduct claims from consideration of the Board under Board Policy III.P.19. Board Policy III.P.12 states that institutions are required to have student codes of conduct and Board Policy III.P.19 states that institutions' codes of conduct must include procedures to ensure that an individual who is charged with a violation is provided with notice and an opportunity to be heard and present testimony in his or her defense, as well as an opportunity to appeal any disciplinary action. The proposed amendments would remove claims involving sexual harassment from consideration under Board Policy III.P.19.

No changes were made since the policy's first reading during the October 21, 2020 Board Meeting, and the policy in its entirety, including proposed amendments, can be found within the meeting agenda materials.

Board Secretary Liebich inquired about the process in the case that changes are made to the rules by the US Department of Education, and Board Member Clark responded that the Board can make further amendments to the policies to ensure that the policies remain current and in alignment with the rules promulgated by the US Department of Education.

There were no additional questions or comments from the Board.

 IDAPA 08.02.03.105 – Graduation Requirements – College Entrance Exam – Partial Waiver

BOARD ACTION

M/S (Clark/Keough): I move to waive IDAPA 08.02.03.105.03 College Entrance Examination for students graduating in the end of the 2020-2021 school year, including summer 2021 term. A roll call vote was taken and the motion carried 8-0.

DRAFT MINUTES DECEMBER 17, 2020

Board Member Clark introduced the item and discussed that, if approved, the motion would effectively waive the college entrance exam as a graduation requirement for high school seniors graduating at the end of the 2020-2021 academic year, but would allow districts to maintain the requirement at the local level. During a Special Board Meeting on March 23, 2020, the Board approved a partial waiver of IDAPA 08.02.03.105 to waive the college entrance exam graduation requirement for students graduating in 2020.

Board President Critchfield noted that she has heard comments from across the state from districts, students, and parents, and discussed her belief that this is the appropriate course of action given the circumstances of the COVID-19 pandemic. Board Secretary Liebich inquired if the concerns surrounding the college entrance exam stem from a lack of testing dates or distancing during tests, or a concern for public safety. Board President Critchfield stated that it is likely a combination of the items that Board Secretary Liebich, as well as a significant gap in instructional time earlier in the year.

Board Member Keough reminded the Board of an Open Forum participant during the October 21, 2020 Board Meeting, who, as a professor of Microbiology, urged the Board to waive the requirement. Board Member Keough also noted that the Board should be respectful of concerns for safety. Superintendent Ybarra echoed these comments, and added that rolling school closures are also likely causing testing centers to close; she cited a student in Michigan who contracted COVID-19 during a college entrance exam, and discussed that parents and students may feel heightened concern because of that occurrence.

There were no additional questions or comments from the Board.

4. Idaho Comprehensive Literacy Plan Update

BOARD ACTION

M/S (Clark/Scoggin): I move to approve the Idaho Comprehensive Literacy Plan as submitted in Attachment 1. A roll call vote was taken and the motion carried 8-0.

Board Member Clark introduced the item and stated that the Board adopted the current Idaho Comprehensive Literacy Plan in 2015 with the commitment to review and revise the plan every five years. A review committee, comprised of state agency representatives, legislators, and state education stakeholders, was established in July of 2020 and has since met twelve times to review the plan and make recommendations for amendments. Board Member Clark introduced Alison Henken, K-12 Accountability and Projects Program Manager, and Alayna Knop, English Language Arts Assessment Coordinator for the Idaho State Department of Education, who led the review committee, and asked them to provide an overview of the plan and its proposed updates.

DRAFT MINUTES DECEMBER 17, 2020

Ms. Henken and Ms. Knop briefly outlined several revisions to the plan's introduction, which includes the main goals of the plan, a timeline, and summary of student performance. One of the key changes to the introduction narrows the focus of the plan's goal; in 2015, the goal focused on literacy growth for all students, and the updated plan is focused on the literacy growth targets that are established in rule as well as the targets that are established in the Idaho Consolidated State Plan. Ms. Henken noted that these changes were made in order to align the plan to the guidelines established by the Board in Idaho Code (Section 33-1207A, Section 33-1614, Section 33-1615, and Section 33-1616). Many of the revisions made throughout the plan were in service of providing greater brevity and clarity. The plan in its entirety is included within the meeting agenda materials.

Superintendent Ybarra highlighted the importance of the section of the plan that pertains to literacy intervention, as well as the State Department of Education's transition from Response to Intervention (RTI) to Multi-Tiered System of Supports (MTSS) to assist children who are not reading at grade level.

Board Member Clark noted that the plan is intended to be utilized and referred to frequently as a resource for teachers and parents. She added that the review committee proposed a smaller follow-up committee to focus on reading for special education students and learning disabilities that prevent students reading at grade level.

Board Secretary Liebich shared his appreciation for the work that was done to review and revise the plan, and discussed that it would be beneficial on a large scale if the plan were implemented at the local level. He also inquired about a plan for executing the plan when there are different levels of jurisdiction among the districts and charters, and suggested that a small committee stay in place to assist with implementation. Tracie Bent, Chief Planning and Policy Officer, stated that there are four areas of the plan that are statutorily required, and asked if the review committee could establish a summary that would assist with communicating the plan to the local education agencies. Board Member Clark agreed that this would be valuable, and stated that the review committee would consider implementation strategies and bring recommendations before the Board at a future meeting. Superintendent Ybarra emphasized that the plan should serve as a reference document for teachers, and requested that her staff play a key role in the implementation among the local education agencies.

There were no additional questions or comments from the Board.

5. State Comprehensive Assessment Program Update
This item was included in the agenda materials as an information item.

Board Member Clark introduced the item and noted that the Accountability Oversight Committee (AOC) was asked by the Board to review and provide recommendations regarding two aspects of the Board's accountability system – the high school

DRAFT MINUTES DECEMBER 17, 2020

assessment and the school quality measure. Dr. Clark asked Roger Stewart, Chair of the Accountability Oversight Committee (AOC), to provide the update.

Mr. Stewart discussed the issues being considered in regard to the high school assessment, which included: appropriate grade level for administration of the assessment, the need for a single assessment and whether such a framework can achieve the purposes for the high school assessment, and the strengths and weaknesses of each of the three primary high school assessments (ACT, SAT, and ISAT by Smarter Balanced). He stated that the AOC has met four times, with two of the meetings held jointly with the Planning, Policy and Governmental Affairs Committee, and the group has identified several next steps: finish compiling relevant information into the High School Assessment Comparison Worksheet, submit draft High School Assessment Comparison Worksheet to the Technical Advisory Committee (TAC) for feedback, correction, and additional information, and hold two additional meetings prior to submitting recommendations to the Board. Mr. Stewart stated that the AOC and TAC's recommendations will be presented to the Board during the February 2021 Board Meeting.

Mr. Stewart then discussed the school quality measure, identifying questions that are driving the AOC and TAC's work: Are the surveys meeting their purpose within the accountability system? Do the surveys provide meaningful information for the purpose of differentiating schools (within the system of identifying schools for Comprehensive Support and Improvement)? Mr. Stewart noted that two additional meetings will be scheduled in the coming weeks, and recommendations will be presented to the Board during the February 2021 Board Meeting or the April 2021 Board Meeting.

The AOC's update in its entirety is included within the meeting agenda materials.

There were no questions or comments from the Board.

6. Strong Families, Strong Students Micro Grant Program Update
This item was included in the agenda materials as an information item.

Board Member Clark introduced the item and asked Tracie Bent, Chief Planning and Policy Officer to provide an update on the Strong Families, Strong Students Micro Grant Program. Ms. Bent stated that 39,906 applications were received, with 13,592 applications completed and verified within the initial \$50K Adjusted Gross Income (AGI) wave. In total, 26,307 applications have been verified, and Ms. Bent noted that approximately \$56M would be needed if the program were to award all applicants. As awards have been verified, notifications have been sent out, with the majority of the first wave already having received notification of their awards. Ms. Bent stated that recipients of the grant will receive e-mail notifications from ClassWallet with instructions for activating their account and utilizing the system. Almost 4,000 recipients have

DRAFT MINUTES DECEMBER 17, 2020

already activated their ClassWallet account and over 3,000 recipients have requested reimbursements.

Board President Critchfield reminded the Board of the timeline for the grant program, stating that the funds must be dispersed to the ClassWallet accounts no later than December 30, 2020, and that eligible reimbursements must also be requested by December 30, 2020. Ms. Bent added that the State Controller's Office has hired temporary staff to complete reviews of reimbursement submissions. Grant recipients making purchases through the ClassWallet marketplace must utilize funds by June 30, 2021.

Greg Wilson, Senior Policy Advisor to Governor Little, shared that the Governor's Office is excited that the foundation of the grant program is in place for the remainder of the academic year, which will allow families to make purchases and be reimbursed for the costs that were incurred in supporting their children as well as their children's schools. Ms. Bent discussed that data is being collected based on eligible expense categories, and noted that an update about the use of funds and the general grant process will be presented during the February 2021 Board Meeting.

There were no additional questions or comments from the Board.

At this time the Board recessed for 35 minutes, returning at 1:15pm (MST).

AUDIT

1. 2020 Audited Financial Statements

BOARD ACTION

M/S (Scoggin/Atchley): I move to accept from the Audit Committee the Fiscal Year 2020 financial audit reports for Boise State University, Idaho State University, University of Idaho, and Lewis-Clark State College, as submitted by Moss Adams LLP in Attachment 1. A roll call vote was taken and the motion carried 8-0.

Board Vice President Scoggin introduced the item and discussed that audit findings for each of the four-year higher education institutions, compiled by Moss Adams, are included within the meeting agenda materials.

There were no questions or comments from the Board.

2. 2020 Financial Ratios
This item was provided in the agenda materials as an information item.

DRAFT MINUTES DECEMBER 17, 2020

Board Vice President Scoggin introduced the item and discussed that a report of the 2020 Financial Ratios is provided within the meeting agenda materials. He noted that the ratios for 2020 were impacted by the effects of the COVID-19 pandemic.

There were no questions or comments from the Board.

3. 2020 Net Position Statements
This item was provided in the agenda materials as an information item.

Board Vice President Scoggin introduced the item and noted that the 2020 Net Position Statements for each of the four-year institutions is included within the meeting agenda materials. He discussed that the statements were impacted by the effects and subsequent protocols of the COVID-19 pandemic.

There were no questions or comments from the Board.

4. Boise State University – Foundation Agreement

BOARD ACTION

M/S (Scoggin/Atchley): I move to approve the request by Boise State University to enter into the proposed Operating Agreement with the Boise State University Foundation. A roll call vote was taken and the motion carried 8-0.

Board Vice President Scoggin introduced the item and discussed that Boise State University's proposed Operating Agreement with the Boise State University Foundation is included within the meeting agenda materials. He noted that the agreement has the full approval and support of the Audit Committee, and there the agreement precisely follow's the Board's template. Board Vice President Scoggin also added that the agreement has been thoroughly reviewed by the Audit Committee as well as Jenifer Marcus, Deputy Attorney General.

There were no questions or comments from the Board.

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. Business Affairs and Human Resources Committee Initiatives and Intended Outcomes – 2020-21

This item was provided in the agenda materials as an information item.

Board Member Hill introduced the item, and he and Todd Kilburn, Chief Financial Officer, provided a brief overview of the Business Affairs and Human Resources Committee initiatives and intended outcomes for 2020-2021:

- Restructuring of Board Policy V.R.
- Review of Sources and Uses Reports

DRAFT MINUTES DECEMBER 17, 2020

- Coordination of BAHR and Audit Committee Functions
- Review of Institutional Business Models
- Review of Board Policies in Sections II and V
- Financial Oversight of Cybersecurity Initiatives
- Evaluation of COVID-19 Impact

A detailed outline of each of the priorities listed above, including a summary and anticipated outcomes, is included within the meeting agenda materials. Board Member Hill discussed the importance of the full Board being aware of the work being done in each of the Board Committees.

There were no questions or comments from the Board.

2. Amendment to Board Policy, II.R. - Second Reading

BOARD ACTION

M/S (Hill/Scoggin): I move to approve the second reading of Board Policy II.R. to allow the Executive Director to authorize the hiring of consultants to accommodate the recommendation of the Retirement Plan Committee as set forth in Attachment 1. A roll call vote was taken and the motion carried 8-0.

Board Member Hill introduced the item and asked Board Vice President Scoggin, Chair of the Retirement Plan Committee, to provide background information. The proposed amendment is a necessary policy change that would give the Executive Director the authority to approve recommendations from the Retirement Plan Committee. No changes were made since the policy's first reading during the October 21, 2020 Board Meeting, and the policy in its entirety, including proposed amendments, can be found within the meeting agenda materials.

There were no questions or comments from the Board.

3. Boise State University – Capital Project Planning and Design Phases – Construction Management Facility

BOARD ACTION

M/S (Hill/Scoggin): I move to approve the request by Boise State University to proceed with planning and design of a facility to house the Construction Management program at a cost not to exceed \$350,000. A roll call vote was taken and the motion carried 8-0.

Board Member Hill introduced the item and asked Mark Heil, Vice President and Chief Financial Officer at Boise State University, to provide background information. Mr. Heil discussed that Boise State University (BSU) is seeking approval for the planning and design phases for a new building to house the Construction Management program. He

DRAFT MINUTES DECEMBER 17, 2020

stated that the program is currently in high demand, with approximately 350 students currently enrolled and approximately 40 students graduating from the program each term. Mr. Heil shared that the current program facility is a metal shell building that the program's students designed and built themselves, and noted that the building is out-of-date. BSU feels that they have missed opportunities for recruiting for the program because other institutions have more modern facilities. Mr. Heil stated that it is expected that the project will be fully funded by community donors, and added that local industry partners plan to use the facility as a showcase for current projects.

Board Secretary Liebich inquired about the occupancy cost for the facility, and Mr. Heil estimated that, for the new 10,000 square foot facility, the occupancy costs will be approximately \$95K per year. Board Member Hill noted that it is beneficial to discuss occupancy costs up front.

There were no additional questions or comments from the Board.

4. Boise State University – Oracle Financial ERP Cloud License Renewal

BOARD ACTION

M/S (Hill/Clark): I move to approve the request by Boise State University to approve the renewal of their cloud financial system with Oracle America, Inc. for \$1,825,752.52 over a term of 60 months as set forth in Attachments 1-2. A roll call vote was taken and the motion carried 8-0.

Board Member Hill introduced the item and asked Mark Heil, Vice President and Chief Financial Officer at Boise State University, to provide background information. Mr. Heil discussed that the item requests a renewal of Boise State University's (BSU) current Enterprise Resource Planning (ERP) Cloud license with Oracle America, Inc. for an additional five years. He noted that the pricing reflected in the renewal is the same pricing that was given to BSU when BSU served as the development partner when Oracle was creating their cloud-based ERP solution, and added that the pricing is approximately a 40% discount from the standard market rate. Oracle has indicated that they will increase their pricing over time, and Mr. Heil discussed that it is beneficial to solidify the lower pricing while it is available. BSU has also negotiated with Oracle to allow for the lower pricing to be available to other institutions in Idaho.

Board Member Hill discussed the negotiated lower rate available to the other institutions, and reminded the Board of the recommendations within the Huron report and System Optimization to establish a common ERP platform.

Board Member Clark noted that this is not the only agreement where institutions are being given the opportunity to sign on. Scott Green, University of Idaho President, discussed that representatives from each of the four-year institutions were asked to collaborate to determine areas where they can benefit from shared services. These

DRAFT MINUTES DECEMBER 17, 2020

recommendations will be presented to the President's Leadership Council in the coming months. Dr. Cynthia Pemberton, Lewis-Clark State College President, agreed that a common statewide ERP would be beneficial for the system as a whole.

Board Secretary Liebich stated that he supports the use of a cloud-based ERP and added that it is the most effective long-term solution.

There were no additional questions or comments from the Board.

5. University of Idaho – Issuance of 2021 General Revenue Refunding Bonds

BOARD ACTION

M/S (Hill/Atchley): I move to approve the Supplemental Resolution for the Series 2021A Bonds, the issuance of which is necessary for the proper operation of the institution and economically feasible, as set forth in Attachment 2, the title of which is as follows:

A SUPPLEMENTAL RESOLUTION of the Regents of the University of Idaho Authorizing the Issuance and Providing for the Sale of General Revenue Refunding Bonds, Series 2021A; Delegating Authority to Approve the Terms and Provisions of the Bonds and the Principal Amount of the Bonds up to \$49,800,000; Authorizing the Execution and Delivery of a Bond Purchase Agreement upon Sale of the Bonds; and Providing for Other Matters Relating to Authorization, Issuance, Sale and Payment of the Bonds.

A roll call vote was taken and the motion carried 8-0.

Board Member Hill introduced the item and asked Brian Foisy, Vice President for Finance and Administration at the University of Idaho, to provide background information. Mr. Foisy discussed that the item pertains to bonds that the University of Idaho (UI) issued in 2011 that have a 30-year debt with final maturity in 2041. He stated that the interest rate was set only for the first ten years, and that the bonds are subject to mandatory tender for purchase in 2021 at the end of the ten-year period. Mr. Foisy discussed that UI must defease and redeem the outstanding Series 2011 Bonds or remarket the Series 2011 Bonds as variable rate bonds subject to a weekly interest rate reset. He stated that because interest rates remain in a historically low range, UI's municipal advisor, PFM Financial Advisors LLC, has recommended issuing new bonds at fixed rates to provide funds to purchase, defease, and redeem the Series 2011 Bonds. Further information about the bonds, including projected data, is included within the meeting agenda materials.

There were no questions or comments from the Board.

6. University of Idaho – Strategic Investment Fund for P3 Proceeds

DRAFT MINUTES DECEMBER 17, 2020

BOARD ACTION

M/S (Hill/Atchley): I move to approve the Resolution proposed by the University of Idaho as set forth in Attachment 3, the title of which is as follows:

A Resolution of The Regents of the University of Idaho Authorizing Creation of the University of Idaho Strategic Initiatives Fund and Authorizing Transfer of University Funds, Including Authorizing Execution and Delivery of Documents in Connection Therewith.

A roll call vote was taken and the motion carried 8-0.

Board Member Hill introduced the item and asked Kent Nelson, Special Associate General Counsel at the University of Idaho to provide background information. Mr. Nelson discussed that the Resolution would allow the University of Idaho (UI) to deposit proceeds from the Public-Private Partnership that was approved by the Board during the November 2, 2020 Special Board Meeting. The Strategic Initiatives Fund will be a separate non-profit corporation governed by its own board of directors, with the intent of the Strategic Initiatives Fund to contract with the University of Idaho Foundation for investment services. The Fund will be used to make required utility fee payments, support student success through scholarships, invest in research, and promote enrollment through marketing and communications outreach initiatives.

There were no questions or comments from the Board.

Board Secretary Liebich left the meeting at 2:00pm (MST).

STATE DEPARTMENT OF EDUCATION

1. Developments in K-12 Education
This item was provided in the agenda materials as an information item.

Superintendent Ybarra began her update by discussing the current initiatives that the Idaho Superintendents Network (ISN) is focusing on. ISN is led by the State Department of Education (SDE) staff and provides opportunities for connection and professional development for local superintendents and charter school administrators. This year, Supt. Ybarra has asked her staff to coordinate a weekly superintendents-only meeting to create an occasion for camaraderie and shared best practices in the midst of the COVID-19 pandemic.

Supt. Ybarra provided an update on the national Youth Risk Behavior Survey (YRBS), which is conducted every two years by the Center for Disease Control and Prevention. The SDE receives funding for participating in the survey that is then used to support social-emotional learning in Idaho. Participation in the survey is optional and requires parental consent, and student responses are confidential. YRBS selects high schools at random and surveys students in grades 9-12, and provides, among other data points, information pertaining to youth risk behaviors. Supt. Ybarra provided examples of risk

DRAFT MINUTES DECEMBER 17, 2020

behaviors that the YRBS has observed in recent years, including smoking cigarettes and vaping.

Next, Supt. Ybarra discussed several of the social-emotional learning initiatives that the SDE has been focusing on, including a contract partnership with Education Northwest to conduct an external survey assessing mental and behavioral health services within districts and schools. She noted that the results of this survey will be presented to the Legislature during the upcoming 2021 Legislative Session, and will be used to improve mental and behavioral health services around the state. Supt. Ybarra also discussed the SDE's partnership with Northwest Nazarene University to provide social-emotional learning courses for educators. The SDE has also partnered with Optimum Idaho to provide virtual youth mental health first aid trainings at no cost to members of Idaho's school communities.

Supt. Ybarra shared that she recently participated in the Council of Chief State School Officers (CCSSO) Policy Summit, which reflected on the challenges that were presented during the last year as a result of the COVID-19 pandemic and equity in education. The meeting featured keynote addresses from Civil Rights activist Ruby Bridges, the first African-American student to desegregate an all-white elementary school in 1960, and 2020 National Teacher of the Year Tabitha Rosproy.

Supt. Ybarra also recently participated in a CCSSO meeting with the Biden-Harris administration transition team. She highlighted several key priorities that were outlined during this meeting including broadened support and increased funding for K-12 education, universal pre-K and childcare, COVID-19 relief and guidance for safely reopening schools, equity in education, teacher professional development, and increased funding for teacher compensation and career technical education programs.

Supt. Ybarra and other SDE staff have been meeting with Legislators in advance of the 2021 Legislative Session, and she shared that she feels encouraged by the support that she has heard for Idaho's schools and teachers.

Lastly, Supt. Ybarra provided a brief update on the status of the distribution of funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, noting that local education agencies were instructed to submit a "commitment to spend" form to the SDE prior to December 14, 2020. She added that approximately only 1% of the funds were not expended or committed to be spent.

There were no questions or comments from the Board.

2. Annual English Learners Proficiency Report
This item was provided in the agenda materials as an information item.

DRAFT MINUTES DECEMBER 17, 2020

Superintendent Ybarra introduced the item and asked Karen Seay, Director of Federal Programs for the State Department of Education, to provide the annual Idaho English Learner Proficiency Update. Before beginning her presentation, Ms. Seay stated that the report in its entirety can be found within the meeting agenda materials.

Ms. Seay showed several graphs representing Idaho's progress toward English proficiency goals, English language proficiency assessment performance, and 2019-2020 local education agency state and federal allocations for support for English learners. The entirety of Ms. Seay's slide deck can be found within the meeting agenda materials.

Ms. Seay outlined that the Idaho English Learner (EL) program supports local education agencies in developing strong English acquisition programs by helping to eliminate barriers that prevent English learners from being successful in school. The EL program provides support in the areas of technical assistance for state and federal grants, monitoring visits for Title III-A districts, management of the state 3-year English enhancement grant, and professional development activities. Ms. Seay also referenced the SDE's contract with Imagine Learning and the English Learner Management System.

Ms. Seay discussed the two main priorities for the EL program during the next year: 1. Increase professional development opportunities for general education teachers who work with EL students, and 2. Continue to collaborate with certification department to promote EL endorsements and teachers of color.

There were no questions or comments from the Board.

3. Idaho Standard Achievement Test – Blueprint Options
This item was provided in the agenda materials as an information item.

Superintendent Ybarra introduced the item and asked Karlynn Laraway, Communications Director and Press Secretary for the State Department of Education, to provide an overview of the blue-print options for the Idaho Standard Achievement Test (ISAT). Prior to Ms. Laraway's presentation, Supt. Ybarra emphasized the fact that because of disruptions caused by the COVID-19 pandemic, this year's testing results will only be provided in order to drive support for students, not for accountability purposes. Supt. Ybarra also noted that although Ms. Laraway has transitioned from the role of Director of Assessment and Accountability, she will continue to serve as the Chair of the Smarter Balanced Assessment Consortium Executive Committee until August 2021.

Ms. Laraway discussed that Idaho is part of the Smarter Balanced Assessment Consortium that is responsible for developing test questions, blueprints, and established achievement levels with input from Idaho teachers. An assessment blueprint defines the

DRAFT MINUTES DECEMBER 17, 2020

knowledge and skills that students are asked to demonstrate on an assessment. Ms. Laraway stated that assessment of the ISAT was canceled in spring 2020 as a result of the COVID-19 pandemic, and added that the consortium responded by developing resources to support teachers in their transition to remote teaching and using the comprehensive assessment system in both synchronous and asynchronous models. The consortium also developed an interim assessment for fall 2020 to assist educators with addressing the learning needs of students. At the fall 2020 consortium collaboration conference, consortium members approved an adjusted test blueprint that would provide flexibility in administering assessments during the 2020-2021 academic year. The adjusted blueprint option can reduce testing time, equipment and bandwidth use while providing comparable data to prior years. The consortium's goal is to transition back to the full form of the ISAT in 2022.

Ms. Laraway stated that the full form and adjusted form blueprints for ISAT exams in the areas of English language arts/literacy and mathematics are included within the meeting agenda materials.

There were no questions or comments from the Board.

4. Student Engagement Surveys

BOARD ACTION

M/S (Ybarra/Scoggin): I move to approve the updated student engagement surveys for students in grades 3-12, beginning in the 2020-2021 school year. A roll call vote was taken and the motion carried 7-0. Mr. Liebich was absent from voting.

Superintendent Ybarra introduced the item and discussed that the Board approved the use of the existing AdvancED student engagement survey in order to fulfill the requirement for engagement surveys for students in grades 3-12 as established by the Every Student Succeeds Act (ESSA). Supt. Ybarra asked Kevin Whitman, Director of Assessment and Accountability, to provide background information. Mr. Whitman's presentation slide deck can be found within the meeting agenda materials.

AdvancED is now operating as Cognia, and has made modifications to the student engagement survey for the school year 2020-2021 administration and requires Board approval in order to administer the updated survey. Mr. Whitman outlined the survey updates, which were made following the standard review and revision process. He noted that the previous version of the survey contained 20 questions, each with five prepopulated response options. The new version of the survey contains 21 questions, each with six pre-populated response options, and Mr. Whitman noted that the complexity of the reading level has also been reduced. Revisions to the survey also include general wording/content changes, improvement of alignment to engagement levels and domains, and the removal of references to teacher perceptions or specific school locations. Each question on the new version of the survey is associated with one of

DRAFT MINUTES DECEMBER 17, 2020

three engagement domains (behavior, cognitive, or emotional) and each response option is associated with one of three levels of engagement (committed, compliant, or disengaged).

Board Member Clark noted that there has been some disagreement in regard utilizing the student engagement survey as a measure of instructional quality, and it is likely that there will be discussion of this measure in the future.

There were no questions or comments from the Board.

5. Professional Standards Commission 2019-2020 Annual Report

BOARD ACTION

M/S (Ybarra/Clark): I move to accept the Professional Standards
Commission 2019-2020 Annual Report as submitted in Attachment 1. A roll call vote was taken and the motion carried 7-0. Mr. Liebich was absent from voting.

Superintendent Ybarra introduced the item and asked Lisa Colon-Durham, Director of Certification and Professional Standards for the State Department of Education and Professional Standards Commission (PSC) Administrator, to provide the Professional Standards Commission 2019-2020 Annual Report. Supt. Ybarra noted that the full report as well as Ms. Colon-Durham's presentation slide deck are included within the meeting agenda materials.

Ms. Colon-Durham discussed that the PSC is comprised of 18 constituency members that are nominated by respective stakeholders and appointed or reappointed by the Board for terms of three years. The PSC is divided into four standing sub-committees: the Authorizations Committee, the Budget Committee, the Executive Committee, and the Standards Committee.

Ms. Colon-Durham provided a summary of the various types of alternative authorizations granted by the PSC, including Content Specialist, Teacher to New Certificate, Teacher to New Endorsement, Pupil Service Staff, and Emergency Provisional Certificates. The PSC annual report outlines the alternative authorizations that were granted during the 2019-2020 academic year, and Ms. Colon-Durham noted that there were 20, 458 total certificated educators employed in Idaho during the 2019-2020 academic year, with 3.9% of those educators working with an alternative authorization or Emergency Provisional Certificate.

The 2019-2020 PSC Annual Report also summarizes the activities of the Executive Committee, which includes the review of Code of Ethics violations for Idaho Professional Educators and subsequent disciplinary actions, as well as the Standards Committee, which includes Educator Preparation Standards Reviews, Educator Preparation Program Reviews, and Educator Preparation New Program Proposal

DRAFT MINUTES DECEMBER 17, 2020

Reviews. The report also includes an overview of Fiscal Year 2020 budget expenditures.

There were no questions or comments from the Board.

There being no further business, a motion to adjourn was entertained.

BOARD ACTION

M/S (Scoggin/Keogh): I move to adjourn the meeting at 2:55pm (MST). The motion carried 7-0. Mr. Liebich was absent from voting.

DRAFT MINUTES JANUARY 4, 2021



STATE BOARD OF EDUCATION MEETING January 4, 2021

Office of the State Board of Education Len B. Jordan Building 650 W State Street, 3rd Floor Boise, Idaho

A special meeting of the Idaho State Board of Education was held via Zoom teleconference on Monday, January 4, 2021. Board President Critchfield presided and called the meeting to order at 3:00pm (MST). A roll call of members was taken.

Present

Debbie Critchfield, President Andy Scoggin, Vice President Kurt Liebich, Secretary Dr. Linda Clark* Emma Atchley Shawn Keough Dr. Dave Hill Sherri Ybarra, State Superintendent

Monday, January 4, 2021, 3:00 p.m. (MST)

STATE DEPARTMENT OF EDUCATION

 Content Standards Rewriting Process and Review of Initial Draft – English Language Arts, Mathematics, and Science This item was provided in the agenda materials as an information item.

Superintendent Ybarra introduced the item and noted that the Board was presented with an update on the review and rewrite of the Idaho Content Standards for English language arts, math, and science during the October 2020 Board Meeting. She reminded the Board that the review is being completed by volunteers who have been working on the standards since last summer to incorporate input from parents, teachers, and stakeholders. Supt. Ybarra asked Todd Driver, Director of Content and Curriculum for the State Department of Education, to provide an overview of the initial draft of the rewrite of the standards.

Board Member Clark joined the meeting at 3:05pm (MST).

^{*}Except where noted

DRAFT MINUTES JANUARY 4, 2021

Mr. Driver provided a summary of the timeline and committee process for the review of the standards, noting that the work groups met during September, October, and November 2020 and that the draft of the revised standards will go out for public comment in January and February 2021. The 2021 Legislature will also receive an update during this timeframe before the work groups meet again in March, April, and May 2021 to create the second draft. Final recommendations are expected to be presented to the Board in October 2021.

Mr. Driver also discussed that the workgroups agreed upon goals for the review: a focus on high-quality standards, a focus on changes grounded in legislative requests, and a focus on ensuring that all consensus within the workgroups will be reached publicly. Workgroups reviewed current standards, compared Idaho's standards to that of other states, and utilized the letter from the legislature to guide revisions. The initial draft of the content standards, including proposed revisions, is included within the meeting agenda materials.

Board Member Atchley complemented the structure that has been established for the workgroups and the review process for the content standards. She also noted that Board Policy requires that the content standards be reviewed every six year, and asked if the expedited timeline for the current review will affect the ongoing review schedule. Supt. Ybarra discussed that the most recent review as well as the current review are a result of a legislative request, and shared that she is hopeful that the current review process will satisfy the legislature's requests on a long-term basis.

Board President Critchfield inquired about the upcoming presentation to the 2021 Legislature to update them on the standards. Supt. Ybarra asked Karlynn Laraway, Communications Director for the State Department of Education, to discuss the presentation. Ms. Laraway discussed that the presentation to the legislature will be similar to the presentation to the Board and noted that many of the legislators serving on the House and Senate Education Committees are also serving on the standards review workgroups. Ms. Laraway shared that the goal for the presentation to the legislature is to gain feedback regarding next steps in the review process and identify areas of the review that may be lacking.

Board Secretary Liebich echoed Board Member Atchley's comments and added that communication of the revisions will be crucial moving forward, citing the criticism received during the 2020 Legislative Session that was focused on instruction and testing methods rather than the standards for themselves. Board Member Liebich also noted that the review workgroups have compared Idaho's standards to that of other states, specifically Massachusetts, Texas, Nebraska, and Florida, and inquired about the reasoning for selecting these states as a comparison. Mr. Driver stated that these four states were specifically listed in the letter from the legislature in 2020, and the

DRAFT MINUTES JANUARY 4, 2021

review workgroups opted to focus on these states as benchmarks while still considering data and best practices from other states.

Board Secretary Liebich inquired if the Smarter Balanced Assessment Consortium (SBAC) assessment could be tailored to assess the revised standards in the future, or if Idaho would need to adopt an entirely new assessment. Supt. Ybarra explained that it is too early in the review process to know if the SBAC could be revised to assess the new standards. She noted that adopting a new assessment would involve a great deal of effort and expense, and emphasized the importance of including this issue in conversations with the legislature moving forward. Board Member Clark inquired if there is an assessment that would adequately test the revised standards or if a new assessment would need to be developed. Kevin Whitman, Director of Assessment and Accountability for the State Department of Education, discussed that changes to the SBAC or the adoption of a new assessment will depend on the extent of the revisions made to the content standards.

There were no additional questions or comments from the Board.

2. Every Student Succeeds Act – State Accountability Plan Addendum

BOARD ACTION

M/S (Ybarra/Atchley): I move to approve the Addendum to the ESEA Consolidated State Plan due to the COVID-19 National Emergency as submitted in Attachment 1. A roll call vote was taken and the motion carried 8-0.

The US Department of Education created an "Addendum to the Elementary and Secondary Education Act (ESEA) Consolidated State Plan due to the COVID-19 National Emergency" that provides guidance for states to propose revisions to their plan based on the ongoing effects of the disruptions caused by the COVID-19 pandemic. Superintendent Ybarra introduced the item and asked Kevin Whitman, Director of Assessment and Accountability for the State Department of Education, to provide an overview of the addendum.

The deadline to submit the addendum is February 1, 2021 in order for the US Department of Education to approve the proposal in time for Idaho to incorporate revisions to the accountability calculations based on data from the 2020-2021 academic year. The addendum will go out for public comment following Board approval, and Supt. Ybarra noted that the addendum was thoroughly reviewed in December 2020 by the Accountability Oversight Committee. Mr. Whitman stated that the addendum in its entirety and his presentation slide deck are included within the meeting agenda materials.

The addendum allows states to shift the timeline forward by one year, and Mr. Whitman discussed that Idaho's addendum will move long-toward goals out one year to allow for

BOARDWORK FEBRUARY 17, 2021

DRAFT MINUTES JANUARY 4, 2021

an extended timeframe for the goals outlined in the state plan to be met. Mr. Whitman also discussed revisions to proficiency indicators as part of the addendum, detailing that if the state is unable to calculate an indicator they are able to utilize a modified methodology for calculating the indicator, such as substituting data from a different year. Mr. Whitman shared that Idaho's addendum will utilize growth over two years, rather than growth year-over-year, for its growth calculation, and all other metrics will remain the same.

Mr. Whitman then discussed Annual Meaningful Differentiation, noting that a non-summative report of multiple indicators is available on IdahoSchools.org. The addendum allows states to modify overall systems or change weighting, and Mr. Whitman stated that Idaho will continue to report normal metrics on its Report Card with an annotation drawing attention to the disruptions in instruction caused by the COVID-19 pandemic.

Mr. Whitman also discussed recommendations for identifications and exits, noting that the timeline for this metric will be moved out one year, and for Targeted Support and Improvement (TSI), stating that Idaho will calculate required TSI identification utilizing achievement gaps for 2018, 2019, and 2021. Mr. Whitman outlined that, overall, the addendum maintains consistency with Idaho's original ESEA plan, minimized impact of the disruptions that occurred in 2020, and allows for future modifications to be based on a more structured process.

Board President Critchfield echoed Mr. Whitman's comments regarding the implementation of a more structured process for future modifications to Idaho's ESEA plan. Supt. Ybarra discussed that the addendum is timely and that future modifications will likely be an ongoing process to incorporate recommendations that have stemmed from the effects of the COVID-19 pandemic as well as the incoming Biden-Harris administration. Board Member Clark added that the Accountability Oversight Committee and the Planning, Policy and Governmental Affairs Committee have had extensive conversations pertaining to standardized testing and shared that she feels optimistic about the addendum.

There were no additional questions or comments from the Board.

There being no further business, a motion to adjourn was entertained.

BOARD ACTION

M/S (Keough/Ybarra): I move to adjourn the meeting at 3:58pm (MST). The motion carried 8-0.

TAB	DESCRIPTION	ACTION
1	BAHR – BOISE STATE UNIVERSITY - ONLINE PROGRAM FEE FOR UNDERGRADUATE CERTIFICATE IN CONFLICT MANAGEMENT	Action Item
2	BAHR – BOISE STATE UNIVERSITY - ONLINE PROGRAM FEE FOR GRADUATE CERTIFICATE IN CONFLICT MANAGEMENT	Action Item
3	BAHR – UNIVERSITY OF IDAHO – BARBRI SERVICE CONTRACT – UI LAW SCHOOL	Action Item
4	IRSA – BOISE STATE UNIVERSITY – PROPOSAL FOR DISCONTINUATION OF MASTER OF APPLIED HISTORICAL RESEARCH	Action Item
5	IRSA – BOISE STATE UNIVERSITY – ONLINE UNDERGRADUATE CERTIFICATE IN ENTREPRENEURSHIP	Action Item
6	IRSA – EPSCOR APPOINTMENT	Action Item
7	IRSA – SEMI-ANNUAL REPORT OF APPROVED PROGRAM REQUESTS	Action Item
8	PPGA - DATA MANAGEMENT COUNCIL - APPOINTMENTS	Action Item
9	SDE – EMERGENCY PROVISIONAL CERTIFICATES	Action Item

TAB	DESCRIPTION	ACTION
10	SDE – NORTHWEST NAZARENE UNIVERSITY – EDUCATOR PREPARATION PROGRAM	Action Item

BOARD ACTION

I move to approve the consent agenda.

BOISE STATE UNIVERSITY

SUBJECT

Conflict Management Undergraduate Certificate with online fee

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections III.G. and V.R.

BACKGROUND/DISCUSSION

Boise State University (BSU) proposes to create a wholly online version of the existing Conflict Management undergraduate certificate. The program will operate under the guidelines of Idaho State Board of Education (Board) Policy V.R. as it pertains to wholly online programs. The proposed online certificate will prepare students to be confident, capable, and resilient leaders through the challenges in their professional and personal lives. The program will engage students in innovative, experiential, and supported learning environments that are founded on self-discovery, our common humanity, and critical inquiry into civil discourse and collaborative engagement across diverse groups and perspectives. This certificate will complement the online Bachelor of Applied Sciences (BAS) and Multidisciplinary Studies (MDS) degrees, as well as other online degrees that become available in the future.

Because it is entirely online, the proposed program will enable BSU to reach potential students who need flexibility in their education that result from professional and personal responsibilities. Other students who may be reached are those who live in a rural area of Idaho that does not have face-to-face educational opportunities.

IMPACT

The program's size will be scaled to demand for the program, and BSU projects that the program will reach a size of 33 students by the fifth year, graduating approximately 20-23 students per year once the program is up and running.

The student fee will be in accordance with the Online Program Fee as defined in Board Policy V.R., 3.a.x. The price-point for the online program fee will be the same rate as a majority of current BSU online undergraduate programs: \$350 per credit. For the 13 credits required for completion of the proposed program the total cost to the student would be \$4,550.

ATTACHMENTS

Attachment 1 – Proposal for a Conflict Management Undergraduate Certificate

STAFF COMMENTS AND RECOMMENDATION

BSU's desire to offer a greater online presence in Conflict Management for undergraduates provides the ability for students to have a significant skill applied

CONSENT - BAHR TAB 1 Page 1

to a number of programs. This certificate, and its partner graduate certificate, will develop skills for students across a number of academic programs and expand Boise State's online portfolio. Staff recommends approval.

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I move to approve the request by Boise State University to offer	a wholly	online
Undergraduate Certificate in Conflict Management at an online	program	fee of
\$350 per credit.		

Moved by _____ Seconded by ____ Carried Yes ____ No ____

CONSENT - BAHR TAB 1 Page 2

BOISE STATE UNIVERSITY

SUBJECT

Graduate Certificate in Conflict Management offered with online fee

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections III.G. and V.R.

BACKGROUND/DISCUSSION

Boise State University (BSU) proposes to create a wholly online version of the existing Graduate Certificate in Conflict Management. The program will operate under the guidelines of the Idaho State Board of Education (Board) Policy V.R. as it pertains to wholly online programs. The graduate-level Conflict Management Certificate Program provides both knowledge and skills for people who wish to deal more effectively with interpersonal, group and intercultural conflict; and to develop their abilities to mediate disputes and negotiate agreements. Courses are appropriate for leaders and managers at all levels, professionals who need high-level people skills and anyone interested in effectively managing conflict.

Because it is entirely online, the proposed program will enable BSU to reach potential students who need flexibility in their education that result from professional and personal responsibilities. Other students who may be reached are those who live in a rural area of Idaho that does not have face-to-face educational opportunities.

IMPACT

The program's size will be scaled to demand for the program, and BSU projects that the program will reach a size of 35 students by the fifth year, graduating approximately 23 students per year once the program is up and running.

The student fee will be in accordance with the Online Program Fee as defined in Board Policy V.R., 3.a.x. The price-point for our online program fee will be the same rate as a majority of our current online graduate programs: \$435 per credit. For the 12 credits required for completion of the proposed program, the total cost to the student would be \$5.220.

ATTACHMENTS

Attachment 1 – Proposal for Graduate Certificate in Conflict Management

STAFF COMMENTS AND RECOMMENDATIONS

BSU's desire to offer a greater online presence in Conflict Management for undergraduates provides the ability for students to have a significant skill applied to a number of programs. This certificate, and its partner undergraduate certificate, will develop skills for students across a number of academic programs and expand Boise State's online portfolio. Staff recommends approval

CONSENT - BAHR TAB 2 Page 1

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academic program	the request by Boise that will reward a gradual arge an online program	ite certificate in Conflict	
Moved by	Seconded by	Carried Yes	No

CONSENT - BAHR TAB 2 Page 2

UNIVERSITY OF IDAHO

SUBJECT

Barbri Services Agreement

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.3 Acquisition of Personal Property and Services

BACKGROUND/DISCUSSION

In July 2019, the University of Idaho (UI) entered into a contract with Barbri, a company that provides bar review courses to law school graduates to help the graduates prepare for the bar exam. Among other things, the contract provides for Barbri to provide to UI course materials that faculty in the College of Law can use in classes, including practice exams, question banks, outlines, and assessment tools; study guides and course information to help students be successful in their law school classes; and a full bar review course for all law school graduates at no additional cost to the students. In exchange for this information, UI agrees to pay Barbri \$400 per law student per semester. The agreement is effective until July 31, 2023. The contract was amended in 2020 with some minor changes.

The UI's Office of General Counsel recently became aware of this contract and discovered that it was not submitted to the Idaho State Board of Education (Board) for approval prior to the execution of the contract. While a total cost of the contract is not specified in the contract, when the math is done, especially with the recent addition of students from the now defunct Concordia Law School, the total cost of the contract exceeds \$1 million over the term of the contract. Therefore, UI requests that the Board ratify UI's previous execution of the contract.

IMPACT

This contract provides UI law students with access to a bar review course to assist them with preparation for taking the bar exam after graduation, as well as material students can use while in law school, and information and materials for College of Law faculty to use in their courses. Providing access to a professional bar review course at no additional cost to students provides a recruiting advantage to the College of Law and helps improve the College of Law's bar passage rate. UI College of Law pays for the contract out of student fees paid by the students each semester. While the total cost of the contract depends on the number of students enrolled in the College of Law, and therefore cannot be determined with precision, the total cost exceeds \$1 million.

CONSENT - BAHR TAB 3 Page 1

ATTACHMENTS

Attachment 1 - Services Agreement between the University of Idaho and Barbri, dated July 12, 2019

Attachment 2 – Amendment to the 2019 Services Agreement between the University of Idaho and Barbir, dated August 12, 2020

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The University of Idaho team has been extremely responsive to Board Staff in reviewing contracts to assure alignment with Board policy. The contract with Barbri has not exceeded the Board Policy threshold in any one year, but the cumulative financial impact has now exceeded \$1 million. Board Policy V.I.3.a. provides that "Purchases exceeding one million dollars (\$1,000,000) require prior Board approval." The University of Idaho brings the contract to the Board's attention and seeks to secure ratification. Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to ratify the University of Idaho's execution of the 2019 Barbri Services Agreement and the 2020 Amendment to that Agreement as set forth in Attachments 1 and 2.

Moved by	Seconded by	Carried Yes	No
7 	· · · · · · · · · · · · · · · · · · ·		

CONSENT - BAHR TAB 3 Page 2





SERVICES AGREEMENT

This Services Agreement (this "Agreement"), dated as of 7 12 19 (the "Effective Date"), is by and between BARBRI, Inc., 12222 Merit Dr., Suite 1340 Dallas, TX, a Delaware corporation ("BARBRI"), and University of Idaho College of Law, 875 Perimeter Drive, Moscow, ID 83844 ("Idaho"). BARBRI and Idaho are individually a "Party" and collectively the "Parties."

This Agreement supersedes and any and all previous agreements between the Parties.

1. Services

- a. During the Term of this Agreement BARBRI shall provide the following services to Idaho:
 - Lawyering Fundamentals Diagnostic and Skills Building Course, for all entering Idaho 1L's which includes the following:
 - a. Student materials
 - i. Course book
 - ii. Formative assessments
 - iii. Final exam
 - b. Assessment
 - i. Formative assessments during the course
 - ii. Final exam graded by BARBRI graders
 - c. Faculty support
 - i. Teacher's edition of student materials
 - ii. PowerPoint slides with teaching notes
 - iii. Training by BARBRI
 - BARBRI Extended Bar Review Course for third year students
 - a. Student materials
 - i. Course book
 - ii. MBE Quizzes
 - iii. Essays
 - iv. Final exam
 - b. Assessments
 - i. Detailed MBE quiz reporting during the course
 - ii. 3 graded essays and 1 graded MPT by BARBRI
 - c. Faculty support

- i. Teacher's edition of student materials
- ii. PowerPoint slides with teaching notes
- iii. Training by BARBRI
- 3. BARBRI's MBE type question item bank with over 900 items for use by faculty.
- BARBRI's Formative Assessment System with reporting for students, faculty and administrators.
- BARBRI's First Year and Upper Level review volumes which include outlines for the following subjects:
 - a. Contracts
 - b. Criminal Law
 - c. Civil Procedure
 - d. Constitutional Law
 - e. Real Property
 - f. Torts
 - g. Evidence
 - h. Criminal Procedure
 - i. Wills
 - i. Trusts
- 6. BARBRI's MPRE review including outlines, lecture and practice questions.
- 7. One complete BARBRI bar review course for each graduating Idaho student, for the state the state of the student's choosing. BARBRI's complete bar review course includes all of the following:
 - BARBRI AMP for all MBE subjects.
 - · Exam-proven outlines for every MBE and essay subject.
 - Lectures for all topics and skills tested on the MBE, essays and MPT.
 - BARBRI's exclusive Conviser Mini Review.
 - A complete set of practice questions for all sections of the bar exam, including;

- Past essay questions all with model answers;
- Over 2,200 practice MBE questions available both online and in printed form;
- Simulated MBE with national performance ranking for each student;
 and
- o Past MPT questions all with model answers.
- Day-by-day study directed by BARBRI's proven Personal Study Plan.
- Detailed reporting comparing Idaho students to BARBRI students nationwide.

Students taking the bar exam in July will have access to course materials no later than March 1 prior to the July exam. Students taking the bar exam in February will have access to course materials no later than November 1 prior to the February bar exam.

- Detailed, on-demand progress and performance reporting for faculty while students are engaged in bar study.
- Comprehensive data analytics from BARBRI's data science team prior to each bar exam including a student-by-student bar passage prediction table.
- b. During the Term of this Agreement Idaho shall:
 - 1. Enroll its students in the Services provided by BARBRI
 - From time to time and without charge, provide BARBRI access to Idaho's facilities including appropriate classrooms, including Internet access, video monitors and audio systems, to accommodate BARBRI's provision of Services

Service Fees.

Idaho shall pay the following fees per student per semester during the Term of this
 Agreement:

Academic Year	<u>Fee</u>
2019-20	\$400
2020-21	\$400
2021-22	\$400
2022-23	\$400

For BARBRI to calculate a Service Fees invoice, Idaho shall provide BARBRI a list of all full
and part-time students as of October 1 each fall semester and February 1 each spring

- semester during the Term. Upon receipt of the student list, BARBRI will generate an invoice for Idaho. Payment will be due within 30 days of receipt of the invoice by Idaho.
- c. Idaho may at Idaho's option pre-pay any Service Fees due under this agreement. BARBRI shall provide an invoice for such pre-payment upon Idaho's request.
- d. In addition to the Service fee paid by Idaho, each Student is responsible for the payment of any applicable state sales taxes, \$25 shipping, and a \$250 refundable materials deposit prior to receiving bar review course materials.

f. Voucher Program

For students who do not wish to take BARBRI, they must advise Idaho by November 1 for the February exam and March 1 for the July exam. BARBRI will then provide a \$1,195 voucher to 2020 graduates and a \$795 voucher to graduates in all subsequent years of the Term. Vouchers are to allow the student to take a bar review other than BARBRI.

3. Term and Termination

This agreement shall be effective when signed by both parties and shall terminate on July 31, 2023 ("Initial Term"). Either Party may terminate this Agreement immediately upon written notice to the other Party, if the other party materially breaches this Agreement (other than a failure by Idaho to pay to BARBRI any amount due hereunder) and fails to cure such breach within 30 days after receiving written notice from the non-breaching Party describing such breach. If Idaho fails to pay to BARBRI any amount due to BARBRI hereunder within 30 days after University receives written notice thereof, BARBRI may at any time terminate this Agreement without further notice.

4. Materials and Copyright

For the purposes of this Agreement, "Materials" means all materials and information created, developed, authored, conceived, used and/or delivered by BARBRI pursuant to this Agreement, including all materials and information created, developed, authored, conceived, used and/or delivered in connection with BARBRI providing the Services, whether such materials and information are created, developed, authored, conceived, and/or delivered directly by BARBRI or indirectly through a contractor of BARBRI (such as a speaker at a bar examination preparation lecture), or otherwise provided to BARBRI pursuant to a license agreement. Idaho acknowledges and agrees that this Agreement does not give, or allow Idaho to retain, any rights whatsoever in any intellectual property rights or any other property of BARBRI, including the Materials. Without BARBRI's prior written consent, Idaho shall never disclose, copy, or use any Materials in any manner other than disclosure of such Materials to an employee of Idaho who has a need to know such Materials in connection with BARBRI's provision of the Services hereunder. Idaho shall promptly advise BARBRI if Idaho learns of any unauthorized use or disclosure of any Materials or Content.

All information, data, writings, ideas, inventions, videos, photographs, design, concepts, works of authorship and any other work product or material, in any form whatsoever, both tangible and intangible, developed by BARBRI as a result of BARBRI's performance of the Services (collectively, the

"Works"), shall be the sole and exclusive property of BARBRI for its own use. As between Idaho and BARBRI, BARBRI shall be the sole owner of all the rights to such Works in any form and in all fields of use now known or hereafter existing. BARBRI may transfer, assign, license or otherwise convey such Works or use the Works for any purpose without payment to Idaho. Idaho agrees to take all actions and execute any and all documents as may be reasonably requested by BARBRI, at BARBRI's expense, from time to time to fully vest in BARBRI all rights, title and interests worldwide in and to the Works. Furthermore, Idaho agrees to provide BARBRI with assistance as BARBRI may reasonably require, at BARBRI's expense, in the procurement of any protection of BARBRI's rights to the Works, including filing any patent, copyright or trademark applications.

Confidentiality

Neither Party shall disclose the terms of this Agreement to any third party, unless such disclosure is required by law and then only such minimum disclosure as required to comply therewith and with as much prior written notice to the other Party as is practical under the circumstances and permitted by law. Neither Party will use, or authorize others to use, the name, symbols, or trademarks of the other Party in any advertising or publicity material without that other Party's prior written approval. Either party may issue a press release with respect to this Agreement provided that the substance of such press release is approved by the other Party.

As part of the business relationship between Idaho and BARBRI, Idaho may be in or come into possession of information or data which constitute trade secrets, know-how, confidential information or are otherwise considered secret by BARBRI (hereinafter "Confidential Information"). BARBRI shall identify any such "Confidential Information" by marking or otherwise conspicuously designating it as such using the words "Confidential Information." In consideration of the receipt of Confidential Information, Idaho shall maintain the Confidential Information in the utmost of confidence; use the Confidential Information solely in connection with such business relationship; and take all reasonable measures necessary to protect the Confidential Information. The Parties acknowledge and agree that Confidential Information does not include information that: (i) is generally available to the public through no act or omission of Idaho; or (ii) becomes known to Idaho through a third party with no obligation of confidentiality.

BARBRI acknowledges that it and all BARBRI employees involved in the provision of the Services are familiar with the requirements of the Family Educational Rights and Privacy Act ("FERPA") and the U.S. Department of Education regulations promulgated thereunder and shall use reasonable efforts to ensure compliance with such requirements.

6. Miscellaneous

- a. <u>General Representations</u>. Each Party represents and warrants to the other Party that it has all requisite power and authority to execute and deliver this Agreement and consummate the transactions contemplated herein.
- b. <u>Binding Effect</u>. This Agreement shall be binding upon, inure to the benefit of, and be enforceable by, the Parties and their respective successors and permitted assigns.
- Entire Agreement. This Agreement (i) embodies the entire agreement and
 understanding between the Parties relating to the subject matter of this Agreement and
 (ii) supersedes all prior agreements and understandings relating to the subject matter of
 this Agreement.

- d. <u>Amendments</u>. This Agreement may be changed, waived, or discharged only pursuant to a written agreement between the Parties.
- e. <u>Notices</u>. Any notices or communications to be given under this Agreement by either Party to the other Party shall be deemed to have been duly given if given in writing and (i) personally delivered, (ii) sent by nationally recognized overnight courier, (iii) sent by facsimile (with electronic confirmation), or (iv) sent by mail, certified, postage prepaid with return receipt requested, in each case, at the address for such other Party set forth below.

IN WITNESS WHEREOF, this Agreement is entered into by the Parties to be effective as of the Effective Date.

By:		Julia R. McIlroy
Name:		
Title: _	Director, Cont	racts and Purchasing Services
BARBRI, INC	c. M.A.	Digitally signed by Mike Sims DN: cn=Mike Sims, o=BARBRI, Incou-President, email=mike.sims@barbri.com,
By:	(c=US Date: 2019.08.06 09:34:07 -05'00

CONSENT FEBRUARY 171-12024ward Management

ATTACHMENT 1

View assistance for SAM gov



A NEW WAY TO SIGN IN - If you already have a SAM account, use your SAM email for login.gov.



Login.gov FAQs

▲ ALERT: SAM.gov will be down for scheduled maintenance Saturday 07/13/2019, from 8:00 AM to 1:00 PM (EDT).

ALERT: CAGE is currently experiencing a high volume of registrations, and is working them in the order in which they are received. When your registration is assigned to a CAGE Technician, you will be contacted by CAGE, if necessary, for any additional information.

Search Results Current Search Terms: BARBRI* Total records:0 Save PDF Export Results Print Result Page: Sort by Relevance ▼ Order by Descending ▼ Your search for BARBRI* returned the following results... No records found. Result Page: Export Results Save PDF Print Search Records Disclaimers FAPHS.gov Accessibility GSA.gov/IAE Check Status Privacy Policy GSA.gov About USA.gov IBM-P-20190627-1414 Help WWW4

This is a U.S. General Services Administration Federal Government committer system that is "FOR OFFICIAL USE ONLY." This system is subject to monitoring, individuals found performing unantherized activities are subject to the cities are induced in the control of the control of the control of the cities of the control of the cities of the control of the control of the cities of



AMENDMENT TO 2019 UNIVERSITY OF IDAHO COLLEGE OF LAW AGREEMENT

This document is in reference to the Services Agreement (terminating July 31, 2023) by and between BARBRI, Inc., a Delaware corporation ("BARBRI"), and University of Idaho College of Law ("UI").

The undersigned parties, for good consideration, do hereby agree to make the following changes and/or additions that are outlined below. These changes shall be made valid as of August 12, 2020 ("Effective Date").

1. Services

BARBRI shall provide and support the online, asynchronous version of the Extended Bar Review course.

Service Fees

The service fee for the online, asynchronous version of the Extended Bar Review course is \$36,000 for up to 60 students. This fee will be waived, and the \$795 voucher amount provided for under subsection (f) will be reduced to \$345 for the remainder of the scheduled term of the above-mentioned contract.

The other terms and conditions in the referenced contract shall remain in full force and effect and shall not be negated or changed as a result of this amendment.

IN WITNESS WHEREOF, this Agreement is entered into by the Parties to be effective immediately.

BARBR	inc, ou=President, email=mike.sims@barbri.co
By:	c=US Date: 2020.08.19 09:49:06
Name:	
Title:	
Universi	ty of Idaho College of Law
By:	102
Name:	Jerrold A. Long
Title	Dean

CONSENT - BAHR TAB 3 Page 1

BOISE STATE UNIVERSITY

SUBJECT

Discontinue Master of Applied Historical Research

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G.

BACKGROUND/DISCUSSION

Boise State University proposes the discontinuation of the traditional face-to-face Master of Applied Historical Research (MAHR). While the stand-alone MAHR will be discontinued, the program requirements and learning outcomes will be transitioned into a new "Public" emphasis within the existing Master of Arts in History. The revision of the existing Master of Arts in History creates three new emphasis areas (Educator, Academic, and Public) to align with the three common employment tracks of students pursuing graduate study in history.

The intent of the discontinuation of the MAHR and subsequent revision of the Master of Arts in History is to better serve students by the creation of appropriate academic pathways based on career interest.

IMPACT

The discontinuation of the MAHR program will have no impact on current students. Current students can still elect to graduate under the MAHR degree program if they wish or switch from the MAHR to the Master of Arts in History. If students elect to switch, it will not affect a student's course requirements, nor will it delay their graduation.

There are no financial impacts from the discontinuation of the MAHR, as resources have transitioned to the Master of Arts in History.

ATTACHMENTS

Attachment 1– BSU Discontinue Master of Applied Historical Research Proposal

STAFF COMMENTS AND RECOMMENDATIONS

As provided in their program proposal, the MAHR program at BSU currently has seven active students. Faculty will work with those students during the 2020-2021 academic year to provide guidance on options for graduating under the MAHR program or transitioning to the Master of Arts in History emphasis. Board Policy III.G.3.c.i (3) requires Board approval of any graduate program discontinuation prior to implementation, regardless of fiscal impact.

The proposal completed the program review process with the Council on Academic Affairs and Programs and was shared with the Instruction, Research, and Student Affairs Committee on February 5, 2021.

CONSENT – IRSA TAB 4 Page 1

Staff recommends approval.

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Moved by	Seconded by	Carried Yes	No	

CONSENT – IRSA TAB 4 Page 2

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The intent of the discontinuation of the MAHR and subsequent revision of the M.A. in History is to better serve students by the creation of appropriate academic pathways based on career interest.

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The program currently has 7 active students. The graduate faculty will work individually with remaining program participants during the 2020-2021 academic year to counsel them on their options of graduating under the MAHR or transitioning to the new M.A. in History emphasis. This will include advising students on options for completing any outstanding degree requirements. Additionally, the program coordinator will identify and reach out to any other students who might have started course work, but who have not been active in their degree progress.

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As mentioned above, the Department of History has revised the existing M.A. in History to include three new emphasis options, Public, Educator, and Academic. The Public emphasis will replace the stand alone MAHR degree program. The new emphasis is intended for students who are interested in pursuing careers in public sector, such as working for the Idaho State Historical Society.

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Upon approval of this proposal, the program coordinator will notify all existing students of the discontinuation of the program and offer one-on-one advising for remaining degree planning and advising.

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CONSENT - IRSA TAB 4 Page 2

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Boise State University	MA in History	We have a traditional Master of Arts degree with two tracks. The first track is training to be a research historian where you will complete a master's thesis. The second track is the portfolio option.
Idaho State University	MA in History	Trains students to explore established and emerging historical problems. Flexible options for K-12 educators. Thesis or non-thesis options available.
University of Idaho	MA in History	Program emphasis on American West/Pacific Northwest; Science/Health/Environment; Gender Studies. Thesis or non-thesis options available.

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	Fall 2017	Fall 2018	Fall 2019	Fall 2020	FY20 17	FY2018	FY2019	FY 2020	
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Master of Applied Historical Research (MAHR)									
BSU	20	17	17	20	2	5	5	2	
MA in History									
University of Idaho	4	7	13	n/a	5	0	1	4	
MA in History									
Idaho State University	11	14	13	6	3	3	4	1	
MA in Historical Research Management									

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The discontinuance of the MAHR will have no impact on other programs or the mission of the institution.

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CONSENT - IRSA TAB 4 Page 4

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No faculty and staff reductions or reassignments will occur as the discontinuation of the MAHR is a transition of the program into a new emphasis within the MA in History degree program.

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BOISE STATE UNIVERSITY

SUBJECT

Online Undergraduate Certificate in Entrepreneurship

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G. and Section V R

BACKGROUND/DISCUSSION

Boise State University (BSU) proposes to create a 12-credit Entrepreneurship certificate that will be offered wholly online. The program will operate under the guidelines of Board Policy V.R. as it pertains to wholly online programs. The Entrepreneurship certificate focuses on providing real-life skills, knowledge, and tools for starting a new venture or business. In four courses, students will learn about and prepare for the initial stage of idea generation; the process of how to market and structure their business; and how to successfully manage their entrepreneurial venture. By completing the certificate, students will have the tools and knowledge for starting, managing, or working in a new business venture.

Because it is entirely online, the proposed program will enable BSU to reach potential students who need flexibility in their education that result from professional and personal responsibilities. These students may also live in a rural area of Idaho that does not have face-to-face educational opportunities. This certificate will serve as a standalone certificate for those students who want to attend BSU solely for this certificate.

Entrepreneurship is a common thread connecting Boise State's Community Impact Programs, which are intended to meet immediate workforce needs and create degree pathways to bachelor degrees in Payette, Mountain Home, and McCall. The full certificate is slated to be offered to Boise State students in Fall 2021 and to Community Impact Program participants in Fall 2022.

IMPACT

The program's size will be scaled to demand for the program, and BSU projects that the program will reach a size of 99 students by the fifth year, graduating approximately 97 students per year once the program is up and running. All four courses will be offered three times per year (fall, spring, and summer) in a seven-week format. This program design optimizes certificate completion, while also providing flexibility in pacing.

The student fee will be in accordance with the Online Program Fee as defined in Board Policy V.R., 3.a.x. The price-point for the online program fee will be \$350 per credit, the same rate as a majority of current online undergraduate programs at

CONSENT – IRSA TAB 5 Page 1

BSU, with a total cost of \$4,200 for the 12 credit program. The certificate program includes electronic textbooks that cost \$40.00 - \$70.00 per course.

ATTACHMENTS

Attachment 1 – BSU Online Undergraduate Certificate in Entrepreneurship Proposal

STAFF COMMENTS AND RECOMMENDATIONS

The proposed certificate is among several that are being created as part of Boise State University's eCampus Expansion Initiative. Boise State anticipates 10 enrollments initially, which will be scaled based on demand for the certificate as provided in their program proposal. Because the program will be using the online program fee model, minimum enrollments are based on course registrations, which range from 132 to 540 annual credits and 4.39 to 18.01 annual FTEs over a five-year period. If enrollments are not met, BSU will adjust to reflect actual activity and will be evaluated annually. If in the long term the program is not fiscally sustainable, it will be discontinued.

BSU's proposed certificate in Entrepreneurship is consistent with their Service Region Program Responsibilities. At this time, certificates consisting of fewer than 30 credits are not required to be listed on three-year plans. As provided in Board Policy III.Z., no institution has the statewide program responsibility specifically for entrepreneurial or business programs. Additionally, Board Policy III.Z. does not apply to programs for which 90% or more of all activity is required or completed online.

Similar certificates offered at other Idaho institutions include:

Institution	Title	Certificate	Location	Delivery Method
CWI	Entrepreneurship and Small Business Management	Academic Certificate	Nampa	Hybrid Traditional (face- to-face)
LCSC	Entrepreneurship	Undergraduate Certificate	Lewiston	Hybrid
NIC	Entrepreneurship	Academic Certificate	Coeur d'Alene	Hybrid Online Traditional (face-to-face)
UI	Entrepreneurship	Undergraduate Certificate	Coeur d'Alene Moscow	Traditional (face- to-face)

BSU also requests approval to assess an online program fee of \$350 per credit for a total program cost of \$4,200. Based on the information for the online program fee provided in the proposal, staff finds that the criteria have been met for this program.

The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs on February 4, 2021; to the Business

CONSENT – IRSA TAB 5 Page 2

Affairs and Human Resources Committee on February 5, 2021; and to the Committee on Instruction, Research, and Student Affairs on February 5, 2021.

Board staff recommends approval.

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Moved by	Seconded by	Carried Yes	No

CONSENT – IRSA TAB 5 Page 3

Institutional Tracking No.	
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Idaho State Board of Education

Proposal for Academic Degree and Certificate Program

Proposal for Aca	Proposal for Academic Degree and Certificate Program						
Date of Proposal Submission:	November 2020	0					
Institution Submitting Proposal:	Boise State Un	iversity					
Name of College, School, or Division:	College of Busi		nomics				
Name of Department(s) or Area(s):	Department of						
	•						
Official Name of the Program:	Entrepreneursh	nip Certifica	te (Onlir	ne)			
Implementation Date:	Fall 2021						
Degree Information:	Degree Level: l	Undergradu	ate	Degree Type	: Ce	ertificate	
CIP code (consult IR /Registrar):	52.0701 Entrep	oreneurship,	/Entrepr	reneurial Studie	es		
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	100% Online						
Geographical Delivery:	Location(s) Bo	oise/Online		Region(s)	Ш		
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)	Self-Support fee Professional Fee X Online			Online Program Fee			
Indicate (X) if the program is: (Consistent with Board Policy III.Z.)					ty		
Indicate whether this request is either X New Degree Program Undergraduate/Graduate Certificates (30) Expansion of Existing Program Docusigned by:			New Off	dation of Existing -Campus Instruc e., Contract Prog	tiona	al Program	
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Or. Mark Bannister	Date	Vice Pres		or Research (Ins	stitut	tion; as Date 12-11-20	
	Date 2:51 PM MST		T	Program Man	agei	r, OSBE Date 12-15-20	
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A=3	Date LO:21 AM PST			Officer, OSBE		Date	
—AFFACAFF49FD495	Date	SBOE/Ex	kecutive	Director Appro	oval	Date	

Page 1 Revised July 1, 2020

Before completing this form, refer to Board Policy Section III.G., Postsecondary Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program. All questions must be answered.

Rationale for Creation or Modification of the Program

1. Describe the request and give an overview of the changes that will result. What type of substantive change are you requesting? Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace. If this is an Associate degree, please describe transferability.

Boise State University proposes the creation of a wholly online program that will award an Entrepreneurship Certificate. The proposed program will operate under the guidelines of SBOE Policy V.R. as it pertains to wholly online programs.

The Entrepreneurship Certificate focuses on providing real-life skills, knowledge, and tools for starting a new venture or business. The four courses take students from the initial stage of idea generation to the process of how to market and structure their business and finally how to successfully manage their entrepreneurial venture. By completing the certificate, students will have the tools and knowledge for starting, managing, or working in a new business venture.

This program is designed for students who would like to add an entrepreneurial emphasis to their current non-business major, a previously-earned degree, or a person interested in obtaining the certificate who has not yet enrolled at an institution of higher education. Many students who enter the program will be working adults who want to formalize their entrepreneurial pursuits or reskill. This certificate will complement the online Bachelor of Applied Sciences (BAS) and Multidisciplinary Studies (MDS) degrees, as well as other online degrees that become available in the future. This certificate will also serve as a standalone certificate for those students who want to come to Boise State solely for this certificate.

- 2. **Need for the Program**. Describe evidence of the student, regional, and statewide needs that will be addressed by this proposal to include student clientele to be served and address the ways in which the proposed program will meet those needs.
 - a. Workforce and economic need: Provide verification of state workforce needs that will be met by this program. Include job titles and cite the data source. Describe how the proposed program will stimulate the state economy by advancing the field, providing research results, etc.

The proposed program will stimulate the state economy by expanding access to entrepreneurial skills and methodologies to students and community members in a variety of fields and industries. Idaho communities need entrepreneurs who can effectively contribute to the economic development of their communities. Entrepreneurship provides a broad foundation in the skills necessary to initiate new ventures or significantly grow existing firms through innovation and change.

According to the 2018 Global Entrepreneurship Index, the United States was ranked first in the world for the health of its entrepreneurship community, indicating a supportive

> Page 2 Revised July 1, 2020

CONSENT - IRSA TAB 5 Page 2

ecosystem for new business ventures.¹ According to the Global Entrepreneurship Monitor's 2019-2020 report, over 67% of US adults ages 18-24 agree that "there are good opportunities to start a new business in my area"² indicating a high level of potential interest in entrepreneurial activities.

Identifying job titles for the proposed program or any entrepreneurship program is very difficult and can never encompass the types of jobs people with an entrepreneurship education can pursue. Therefore, we have chosen the following job titles:

- Top Executives (SOC Code 11-1000)
- General & Operations Managers (SOC Code 11-1021)
- Advertising, Marketing, Promotions, Public Relations & Sales Managers (SOC Code 11-2000)

2019 National Employs Matrix Title and Code	nent	Employ	yment	Job Openings Due to Growth and	
Factor Title and code		2019 (# in thousands)	2029 (# in thousands)	Replacement Needs 2019-2029	
Top Executives	11-1000	2828.0	2946.3	118.3	
General & Operations Managers	11-1021	2486.4	2630.2	143.8	
Advertising, Marketing, Promotions, Public Relations & Sales Managers	11-2000	836.7	879.0	42.3	
TOTAL				304.4	

2016-2026 Idaho Long Term Emp	oloyment	Employ	yment	Job Openings Due to Growth and Replacement Needs 2016-2026		
Projections		2016	2026			
Top Executives	11-1000	13,829	15,679	185		
General & Operations Managers	11-1021	11,670	13,475	180		
Advertising, Marketing, Promotions, Public Relations & Sales Managers	11-2000	3,885	4,395	56		
TOTAL				421		

¹ GEDI

Page 3 Revised July 1, 2020

² GEM

b. Student demand. What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Provide evidence of student demand/ interest from inside and outside of the institution.

We expect interest from both full-time and part-time students who are currently enrolled in fully online programs. The certificate aligns well with the curricula of the fully-online Bachelor of Applied Science and Bachelor of Arts in Multidisciplinary Studies, which require students to choose an emphasis area (often a certificate) as part of their degree.

Community members seeking professional development in entrepreneurship are an additional source of demand for the certificate.

There are four different types of students who will enter this program.

- The career advancer who is already employed in business or an entrepreneurial pursuit and is interested in moving up with their current employer or growing their new venture.
- The career starter who is interested in a career that fits his/her personal and professional goals and is currently not employed in the field.
- The career changer who is currently employed in a different field and is interested in changing fields.
- c. Societal Need: Describe additional societal benefits and cultural benefits of the program.

Entrepreneurs contribute to local and global economies through job creation, solving problems, and sharing ideas. The Certificate in Entrepreneurship supports the growing network of new ventures in the Boise area. According to a report by Inc. and innovation policy company Startup Genome, in 2020 "Boise startups have raised \$70.2 million in venture capital, up \$8 million from 2015's full-year tally, according to PitchBook. Area founders credit Boise's surge to a five-year effort by local business leaders to increase access to funding and talent. The grassroots initiative started after locals saw other smaller cities gaining recognition as entrepreneurial havens."3 Students completing the certificate will be prepared to attract venture capital and join in local efforts to enhance Boise's business initiatives.

Additionally, Boise is ranked at #12 on Fundera's list of top 15 US cities for women business owners.4 The certificate supports ongoing efforts to encourage women-owned business growth in Idaho.

Entrepreneurship is a common thread connecting Boise State's Community Impact Programs, which are intended to meet immediate workforce needs and create degree pathways to bachelor degrees in Payette, Mountain Home, and McCall. The full certificate is slated to be offered to Boise State students in Fall 2021 and to Community Impact Program participants in Fall 2022.

3. **Program Prioritization**

Page 4 Revised July 1, 2020

CONSENT - IRSA TAB 5 Page 4

³ https://www.inc.com/surge-cities#Boise

⁴ https://www.businessinsider.com/best-cities-women-entrepreneurs-female-founders-starting-businesses-low-earningsgap#12-boise-idaho-4

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Is the proposed new program a result of program prioritization?
Yes No_X_
If yes, how does the proposed program fit within the recommended actions of the most recent program prioritization findings.

4. Credit for Prior Learning

Indicate from the various cross walks where credit for prior learning will be available. If no PLA has been identified for this program, enter 'Not Applicable'.

At the discretion of the department, up to one class or 3 credits may be considered for credit.

5. Affordability Opportunities

Describe any program-specific steps taken to maximize affordability, such as: textbook options (e.g., Open Educational Resources), online delivery methods, reduced fees, compressed course scheduling, etc. This question applies to certificates, undergraduate, graduate programs alike.

The proposed certificate will be offered in a fully online delivery method at the same per credit tuition rate as Boise State's other fully-online programs to encourage cross-disciplinary enrollment.

All four courses will be offered three times per year (fall, spring, and summer) in a seven-week format. This program design optimizes certificate completion, while also providing flexibility in pacing.

The certificate has selected relatively lower-cost electronic textbooks at a cost of \$40.00-\$70.00 per course. The texts include access to assessments, current case studies and exercises, and hands on opportunities to apply knowledge.

Enrollments and Graduates

6. Existing similar programs at Idaho Public Institutions. Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions for the most past four years.

Instit.	Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
		Fall 2017	Fall 2018	Fall 2019	Fall 2020	FY17	FY18	FY19	FY20
LCSC	Entrepreneurship Certificate (new program)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Page 5 Revised July 1, 2020

CONSENT - IRSA TAB 5 Page 5

7. **Justification for Duplication** (if applicable). If the proposed program is similar to another program offered by an Idaho public higher education institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

The certificate proposed by Boise State is unique from the existing Entrepreneurship Academic certificate at LCSC because it is fully-online and targeted toward students who may not have formalized business education. The proposed certificate complements academic pursuits in other disciplines.

8. Projections for proposed program: Using the chart below, provide projected enrollments and number of graduates for the proposed program:

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name: Entrepreneurship Certificate (Online)											
Projected Fall Term Headcount Enrollment in Program					Projected Annual Number of Graduates From Program						
FY22 (first year)	FY23	FY24	FY25	FY26		FY22 (first year)	FY23	FY24	FY25	FY26	
10	46	64	83	99		4	34	59	75	97	

9. Describe the methodology for determining enrollment and graduation projections. Refer to information provided in Question #2 "Need for the Program" above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

The program's size will be scaled to demand for the program. The numbers in the table above reflect a reasonable and attainable scaling up of the program.

Marketing and recruitment efforts will include a digital marketing campaign, a web landing page, request for information form and a full program website with details regarding the key program assets, curriculum plan, and costs. In addition, a comprehensive communication plan will be implemented to attract and nurture interested students. Strategic, personalized communications will engage and support students throughout the recruitment life cycle. Our coaching approach to student services will support online students and maintain their connection to Boise State through graduation.

10. Minimum Enrollments and Graduates.

a. What are the minimums that the program will need to meet in order to be continued, and what is the logical basis for those minimums?

Because the program will be utilizing the online fee model, it is best to put minimum enrollment in terms of course credits, which are what translate to revenue. Based on

Page 6 Revised July 1, 2020

CONSENT - IRSA TAB 5 Page 6

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estimated expenses for instruction and for support personnel expenses, estimate the minimum number of course credits to achieve breakeven is:

- Year 1: Annual credits 132, Annual FTEs 4.39
- Year 2: Annual credits 455, Annual FTEs 15.17
- Year 3: Annual credits 497, Annual FTEs 16.56
- Year 4: Annual credits 508, Annual FTEs 16.92
- Year 5: Annual credits 540, Annual FTEs 18.01

If enrollments do not meet expectations, expenses will adjust to reflect actual activity. The program's financial sustainability will be evaluated at least annually.

b. If those minimums are not met, what is the sunset clause by which the program will be considered for discontinuance?

Programs operating under the online program fee model at Boise State University are expected to be fiscally sustainable. If enrollments do not meet expectations, expenses will be adjusted to reflect actual activity. The program's financial sustainability will be evaluated at least annually. If it is determined to be fiscally unsustainable in the long term, it will be discontinued.

11. Assurance of Quality. Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation. The following measures will ensure the high quality of the new program:

Regional Institutional Accreditation: Boise State University is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). Regional accreditation of the university has been continuous since initial accreditation was conferred in 1941. Boise State University is currently accredited at all degree levels (A, B, M, D).

<u>Program Development Support:</u> The online Entrepreneurship Certificate is one of several that are being created via the eCampus Expansion Initiative at Boise State University. Boise State's online program development process uses a facilitated program design process to assist program faculty members in the creation of an intentional, cohesive course progression with tightly aligned course and program outcomes. A multi-expert development team, which includes an instructional designer, multimedia specialist, and quality assurance, works collaboratively with the faculty member. One master version of each course is developed for a consistent look and feel of courses across the program; the master course utilizes a professionally created common template aligned with nationally Quality Matters course design standards.

Academic Integrity: Academic integrity is vital to the mission of Boise State University and encompasses the totality of academic rigor, ethical behavior, intellectual curiosity, appropriate teamwork, and persistence. All assignments submitted by a student must represent his/her own ideas, concepts, and current understanding or must cite the original source. Boise State proactively supports academic integrity by providing training, maintaining a website dedicated to academic integrity, providing tools such as pedagogical strategies, workshops, and tips for designing tests, as well as establishing policies and procedures for students who violate the

Page 7 Revised July 1, 2020

CONSENT - IRSA TAB 5 Page 7

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academic integrity policy within the Student Code of Conduct. For this new online program, we will use the following strategies to encourage academic integrity:

- During the design and development of the curriculum and assessment of each course, instructors will be informed by staff of Boise State's eCampus Center about best practices for online course design based on Quality Matters ™ and best practice strategies to promote academic integrity in online education based on WCET's recommendations (Version 2.0, June 2009)
- Through the program development process, course production, course launch support
 provided by the eCampus Center, and other means, instructors will be reminded about the
 importance of academic integrity and encouraged to report and act upon suspected
 violations.
- Academic integrity will be addressed within online student orientation. Programs may require online students to complete the university's Academic Integrity Online Workshop.
- At the beginning of each course, the instructor will communicate expectations regarding academic integrity to students in the syllabus and verbally and may require completion of the university's Academic Integrity Online Workshop.

<u>Student Authentication:</u> Because the proposed program will be offered entirely online, it is important to include mechanisms by which we authenticate the identity of students enrolled in the program. We will use the following mechanisms:

- During the admissions process, the university will confirm required official transcripts and other documentation required for admission into the program.
- Associated with access to and use of our Learning Management System, a secure log-in
 environment will be provided and students will be required to use strong passwords and
 change them every 90 days.
- When high-stakes exams are required, faculty will be encouraged to utilize remote or
 online proctoring services when appropriate. In those instances, students will need to
 provide valid photo identification before gaining access to the graded assessments or
 other required activities.
- Instructors will utilize Canvas's Turnitin plagiarism detection program when appropriate.
- Instructors are expected to be informed of and aware of the importance of student identity authentication and to report and act upon suspected violations.

12.	In accordance with Board Policy III.G., an external peer review is required for any new
	doctoral program. Attach the peer review report as Appendix A.

N/A

13.	Teacher Education/Certification Programs All Educator Preparation programs that lead to
	certification require review and recommendation from the Professional Standards Commission
	(PSC) <u>prior</u> to consideration and approval of the program by the State Board of Education.

Will this program lead to certification?

Yes No X

If yes, on what date was the Program Approval for Certification Request submitted to the Professional Standards Commission?

14. Three-Year Plan: If this is a new proposed program, is it on your institution's approved
Page 8
Revised July 1, 2020

DocuSign Envelope ID: 9B7650B7-6BB0-4FC3-82E8-28BFE8D554EF

3-year plan?	
Yes	No
Does not ap	ply since this is a certificate.
If yes, proce	eed to question 15. If no:

a. Which of the following statements address the reason for adding this program outside of the regular three-year planning process.

Indicate (X) by each applicable statement:

Program is important for meeting your institution's regional or statewide program responsibilities.
The program is in response to a specific industry need or workforce opportunity.
The program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
There is a contractual obligation or partnership opportunity related to this program.
The program is in response to accreditation requirements or recommendations.
The program is in response to recent changes to teacher certification/endorsement requirements.

b. Provide an explanation for all statements you selected.

<u>Educational Offerings: Curriculum, Intended Learning Outcomes, and Assessment Plan</u>

- 15. Curriculum. Provide descriptive information of the educational offering.
 - **a. Summary of requirements.** Provide a summary of program requirements using the following table.

Credit hours in required courses offered by the department (s) offering the program.	12
Credit hours in required courses offered by other departments:	0
Credit hours in institutional general education curriculum	0
Credit hours in free electives	0
Total credit hours required for degree program:	12

b. Curriculum. Provide the curriculum for the program, including credits to completion, courses by title and assigned academic credit granted.

Entrepreneurship Certificate (Online)	

Page 9 Revised July 1, 2020

DocuSign Envelope ID: 9B7650B7-6BB0-4FC3-82E8-28BFE8D554EF

Course Number and Title	Credits
ENTBUS 327 Foundations of Entrepreneurship	3
ENTBUS 357 Entrepreneurial Management	3
ENTBUS 387 Entrepreneurial Marketing	3
ENTBUS 427 Launching a New Business	3
TOTAL	12

c. Additional requirements. Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.

N/A

16. Learning Outcomes: Expected Student Learning Outcomes and Connection to Curriculum.

- a. Intended Learning Outcomes. List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what students will know, understand, and be able to do, and value or appreciate as a result of completing the program.
 - Apply entrepreneurship concepts, models, and methods from initial concept to early-stage companies.
 - Evaluate the viability of business models using multiple methodologies.
 - Present clear, concise, and compelling business models.

17. Assessment plans.

a. Assessment Process. Describe the assessment plan for student learning outcomes that will be used to evaluate student achievement and how the results will be used to improve the program.

Artifacts will be gathered in specified courses. Rubrics will be used to review a sampling of the artifacts to determine if the program learning outcomes objectives are being met. Data will be shared with the instructors, and program director. The program director and faculty will regularly meet to address opportunities and develop actions for improvement.

Resources Required for Implementation – fiscal impact and budget.

Organizational arrangements required within the institution to accommodate the change including administrative, staff, and faculty hires, facilities, student services, library; etc.

Page 10 Revised July 1, 2020

DocuSign Envelope ID: 9B7650B7-6BB0-4FC3-82E8-28BFE8D554EF

- **18.** Physical Facilities and Equipment: Describe the provision for physical facilities and equipment.
 - **a. Existing resources**. Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

The available space and equipment is currently acceptable to operate a successful program.

b. Impact of new program. What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

No impact.

c. Needed resources. List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

Operating expenses associated with support staff and new faculty are reflected in the budget.

- **19. Library and Information Resources:** Describe adequacy and availability of library and information resources.
 - a. Existing resources and impact of new program. Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

Library resources are sufficient.

b. Needed resources. What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

Current library resources are sufficient.

20. Faculty/Personnel resources

a. Needed resources. Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?

The program will fund adjunct instruction to cover the additional instruction credit required by the program:

Page 11 Revised July 1, 2020

Yr 1 - 17 instruction credits, 0.69 FTE

Yr 2+ - 36 instruction credits, 1.50 FTE

b. Existing resources. Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

No new additional administrative staff will need to be hired for the program. At maturity, the program will fund 0.15 FTE of an existing program coordinator and 0.05 FTE of an existing program director.

c. Impact on existing programs. What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

Because limited administrative or instructional resources from existing programs will be used for the proposed program, there will be a minimal impact on resources available for existing programs.

d. Needed resources. List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

Besides instruction, no new personnel will be hired for the proposed program.

21. Revenue Sources

a) Reallocation of funds: If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

N/A

b) New appropriation. If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

No new appropriation will be required.

c) Non-ongoing sources:

i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends?

N/A

ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds?

N/A

Page 12 Revised July 1, 2020

DocuSign Envelope ID: 9B7650B7-6BB0-4FC3-82E8-28BFE8D554EF

d) Student Fees:

i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.

N/A

ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

The student fee will be in accordance with the Online Program Fee as defined in the Board Policy V.R., 3.a.x. That policy enables the institution to set a price-point appropriate for the program; students will pay an online program fee in lieu of tuition. The price-point for our online program fee will be as follows: we will charge the same rate as a majority of our current online undergraduate programs: \$350 per credit. We may increase the fee in any years that the State Board of Education increases Boise State's undergraduate per-credit rate for tuition and fees.

For the 12 credits required for completion of the proposed program, the total cost to students will be \$4,200.

We project that by the fourth year of the program, it will generate 910 SCH, which will yield a total revenue of \$318,500.

- **22.** Using the excel <u>budget template</u> provided by the Office of the State Board of Education, provide the following information:
 - Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program.
 - Include reallocation of existing personnel and resources and anticipated or requested new resources.
 - Second and third year estimates should be in constant dollars.
 - Amounts should reconcile subsequent pages where budget explanations are provided.
 - If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
 - Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

Page 13 Revised July 1, 2020

Page 15 Revised July 1, 2020

PLANNE	PLANNED STUDENT ENROLLMENT										
		E₹	Y 2022	FY	2023	FY	2024	FY	2025	FY	2026
		HE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. Ne	New enrollments	3.9	21	14.9	49	20.8	61	27.3	83	32.4	96
B. Shi	Shiffing enrollments	0.4	2	1.7	5	2.3	7	3.0	6	3.6	11
	Total Enrollment	4.4	23	16.6	54	23.1	89	30.4	92	36.0	107
	Student Credit Hours Generated	132		497		694		911		1,081	
REVENUE	Æ	2	2000	2	2003	2	NC UC	2	2005	2	9000
					\perp						
		On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Nev	1. New Appropriated Funding Request										
2. Insti	2. Institution Funds										
3. Federal	eral										
4. Nev	New Tuition Revenues from Increased Enrollments										
5. Stuc	5. Student Fees		\$46,069		\$173,880		\$242,865		\$318,701		\$378,236
6. Oth	6. Other (i.e., Giffs)										
	Total Revenue	\$0	\$46,069	80	\$173,880	80	\$242,865	80	\$318,701	80	\$378,236
	Ongoing is defined as ongoing operating budget for the program which will become part of the base.	operating bu	dget for the pro	gram which	will become pa	nt of the base					
	One-time is defined as one-time funding in a fiscal year and not part of the base.	e funding in	a fiscal year an	d not part of t	he base.						
Budg	Budget Notes:										
I.A, B.	Calculation of FTE and headcount as follows:	nt as follows									
	>1 FTE = 30 credits										
	>Headcount determined as the distinct number of students in the program that year	distinct numb	oer of students i	n the program	that year.						
	>Assume that 90% of the enrollments will be new enrollments and 10% will be shifting enrollments.	nents will be	new enrollmen	ts and 10% w	ill be shifting el	nrollments.					
	>Assume 10% attrition from one semester to the next.	semester to	the next.								
11.5.	>Student Fee revenue calculated as Student Credit Hours *	d as Student	Credit Hours * (\$350 per credit.	t.						
	>\$350 calculated as estimate of 2021-2022 per-credit	2021-2021	per-credit.								
	>To be conservative, assume in calculations that	calculations	that per-credit f	ee does not ir	crease over tin	ne to align with	per-credit fee does not increase over time to align with the amount charged to	arged to			
	traditional resident students.										

A. Personnel Costs		7777		2020	ΡÝ	2024	ΡŢ	2025	ב י	2026
A. Personnel Costs	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-fime
1. FTE		0.79		1.90		1.90		1.90		1.95
2. Faculty		80		80		\$0		80		
3. Adjunct Faculty		\$18,266		\$41,048		\$42,243		\$43,439		\$44,634
4. Graduate/Undergrad Assistants										
5. Research Personnel										
6. Directors/Administrators		\$6,396		\$9,882		\$10,178		\$10,484		\$17,112
7. Administrative Support Personnel										
8. Fringe Benefits		\$4,118		\$7,464		\$7,633		\$7,803		\$9,850
9. Other:										
Total Personnel	inel									
and Costs	osts \$0	\$28,780	20	\$58,394	\$0	\$60,054	\$0	\$61,725	\$0	\$71,596
Budget Notes (continued)										
III.A.3 Adjunct FTE: Calculated using (Credit hour load)/24	g (Credit hour lo	ad)/24								
III.A.6 Administrator: Program Coordinator (0.1 FTE in year 1) (0.15 FTE in years 2+)	dinator (0.1 FTE	in year 1) (0.15	FTE in years 2.	(+						

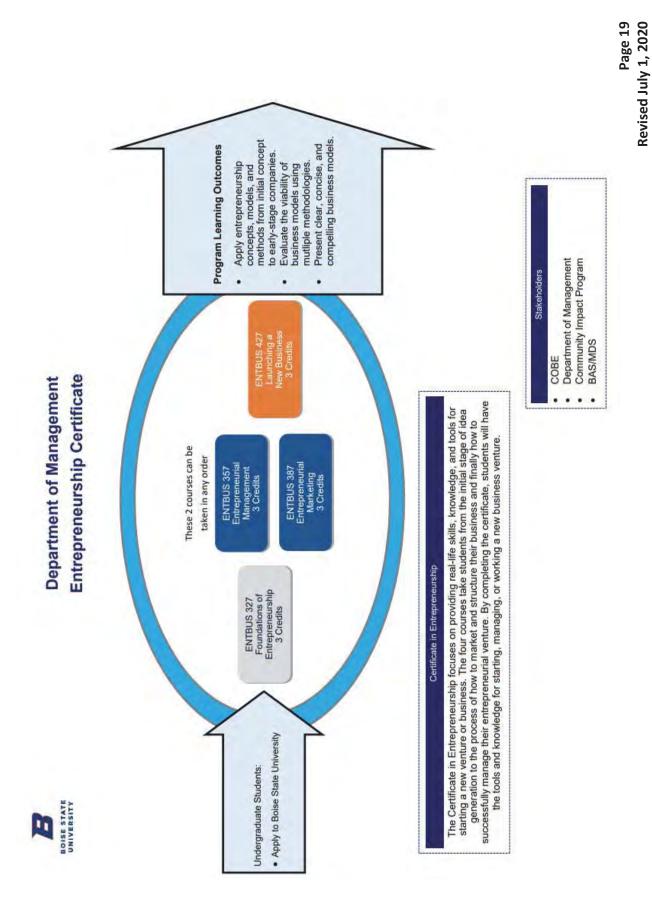
CONSENT FEBRUARY 17, 2021 ATTACHMENT 1

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tures	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
Travel Professional Services Other Services										
Professional Services Other Services										
3. Other Services		\$0		\$0		\$13,200		\$13,200		\$13,200
4. Communications										
5. Materials and Supplies		\$2,194		\$8,280		\$11,565		\$15,176		\$18,011
6. Rentals										
7. Materials & Goods for										
Manufacture & Resale										
8. Miscellaneous - Computer Hardware/Software		\$3,000		\$3,000		\$3,000		\$3,000		\$3,000
Total Operating Expenditures	\$0	\$5,194	0\$	\$11,280	0\$	\$27,765	0\$	\$31,376	80	\$34,211
=										
	oaches									
III.B.5 Materials and Supplies: This program will fund student textbooks III.B.8 Miscellaneous: Computer hardware/software	am will fund e/software	student textbo	oks							
	FY	2022	FY	2023	FY	2024	FY	2025	FY	2026
JO	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay										
1. Library Resources										
2. Equipment										
Total Capital Outlay	80	80	80	\$0	80	\$0	80	80	80	80
	FY	2022	FY	2023	FY	2024	FY	2025	FY	2026
JO.	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time

Page 18 Revised July 1, 2020

C. Capital Outlay 1. Library Resources 2. Equipment		-				
ources	One-time On-going	g One-time	On-going	One-time	On-going	One-time
sources						
Total Capital Outlay \$0 \$0 \$0	\$0	\$0	\$0 \$0	80	\$0	\$0
FY 2022 FY	2023	FY 2024	Ā	Y 2025	Ā	2026
On-going One-time On-going One-time On-going	One-time On-going	g One-time	On-going	One-time	On-going	One-time
The state of the s						
5150						
1. Boise State University Support \$23,034	\$86,940	\$121,433	3	\$159,351		\$189,118
Utilities						
Maintenance & Repairs						
Total Other Costs \$0 \$23,034 \$0	\$86,940	\$0 \$121,433	3 \$0	\$159,351	\$0	\$189,118
TOTAL EXPENDITURES: \$0 \$57,008 \$0	\$156,614	\$0 \$209,252	2 \$0	\$252,452	80	\$294,926
Net Income (Deficit) to College \$0 -\$10,939 \$0	\$17,266	\$33,613	3 \$0	\$66,249	\$0	\$83,310
Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using"):	ulated using"):					
Boise State University Support is defined as follows:						
Boise State Central Services (10.00% of revenue): A fund dedicated to funding support services for online students.	ng support services for o	online students.				
Boise State eCampus Center (8.75% of revenue): Provide funding for initiative management, online course/program development and other support services	ve management, online	course/program	development and	other support s	ervices	
Boise State Online Innovation Fund (3.80% of revenue): Seed funding for academic programs, course development stipends to faculty, and eventually innovation grants	ademic programs, cours	se development s	tipends to faculty	/, and eventually	innovation gran	ts
Boise State Online Marketing, Recruitment, Enrollment, Advising and Retention Fund (27.45% of revenue). A fund dedicated to marketing the program, recruiting students,	ion Fund (27.45% of rev	enue): A fund de	dicated to market	ing the program	, recruiting stud	ents,
enrolling qualified students, advising students and retaining students throughout the life of the program	nout the life of the progra	ш				



SUBJECT

Idaho Established Program to Stimulate Competitive Research (EPSCoR) Committee Appointments

REFERENCE

October 2014	Board	appointed	Dr.	Todd	Allen	as	the	INL
	_							

Representative to the Idaho EPSCoR Committee

(replacing Dr. Hill)

February 2015 Board appointed Senator Tippits to the Idaho EPSCoR

Committee (replacing Senator Goedde)

April 2015 Board appointed Dr. Cornelis J. Van der Schyf to the

Idaho Established Program to Stimulate Competitive

Research (replacing Dr. Howard Grimes)

October 2015 Board reappointed Representative Maxine Bell and

Doyle Jacklin and appointed Gynii Gilliam and Senator Roy Lacey (replacing Doug Chadderdon and Senator

Tippits, respectively)

June 2016 Board appointed Dr. Kelly Beierschmitt to the

committee (replacing Todd Allen)

December 2016 Board reappointed Laird Noh, and appointed Dr. David

Hill and Skip Oppenheimer to the committee.

April 2017 Board appointed Senator Nye to the Idaho EPSCoR

Committee (replacing Senator Lacey).

June 2017 Board reappointed David Tuthill and Leo Ray to Idaho

EPSCoR Committee, both representing the private

sector.

October 2018 Board appointed Dr. Harold Blackman and Dr. Todd

Combs to the Idaho EPSCoR Committee (replacing Dr. Mark Rudin and Dr. Kelly Beierschmitt, respectively).

June 2019 Board appointed David Barneby and reappointed Gynii

Gyllian to the Idaho EPSCoR Committee, both

representing the private sector.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.W. Higher Education Research

BACKGROUND/DISCUSSION

The Established Program to Stimulate Competitive Research (EPSCoR) represents a federal-state partnership to enhance the science and engineering research, education, and technology capabilities of states that traditionally have received smaller amounts of federal research and development funds. As a participating state, Idaho EPSCoR is subject to federal program requirements and policies established by the Idaho State Board of Education. The purpose of EPSCoR is to build a high-quality academic research base to advance science,

technology, engineering, and mathematics (STEM) to stimulate sustainable improvements in research & development capacity and competitiveness.

Idaho EPSCoR is guided by a committee of sixteen (16) members appointed by the Board for five (5) year terms. The membership of this committee is constituted to provide for geographic, academic, business, and state governmental representation as specified in Board Policy III.W., and includes the vice presidents of research from the University of Idaho, Boise State University, and Idaho State University who serve as voting ex-officio members. Ex-officio members serve without term limits. Members are allowed to serve up to three (3) consecutive terms.

The Idaho EPSCoR Committee is recommending the reappointments of Senator Mark Nye as a representative of the Idaho State Senate, and Dennis Stevens and Doyle Jacklin as private sector representatives. The Idaho EPSCoR Committee also recommends the new appointments of Dr. Donna Lybecker and Dr. Christopher Nomura as ex-officio representatives from Idaho State University and the University of Idaho, respectively, and Dr. Marianne Walck as an ex-officio representative from the Idaho National Laboratory.

ATTACHMENTS

Attachment 1 – Current Idaho EPSCoR Committee Membership

Attachment 2 – Letter of Interest for Doyle Jacklin

Attachment 3 - Letter of Interest for Dr. Donna Lybecker

Attachment 4 – Letter of Interest for Dr. Christopher Nomura

Attachment 5 – Letter of Interest for Senator Mark Nye

Attachment 6 – Letter of Interest for Dennis Stevens

Attachment 7 – Letter of Interest for Dr. Marianne Walck

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to reappoint Senator Mark Nye to the Established Program to Stimulate Competitive Research – Idaho Committee to serve as a representative of the Idaho State Senate, for a term effective from July 1, 2021 through June 30, 2026.

Moved by	Seconded by	Carried Yes	No	
AND				

I move to reappoint Doyle Jacklin to the Established Program to Stimulate Competitive Research – Idaho Committee to serve as a representative of the private sector, for a term effective from July 1, 2021 through June 30, 2026.

Moved by	Seconded by	Carried Yes	No
AND			
Competitive Research	Dennis Stevens to the Est – Idaho Committee to se m effective from July 1, 202	erve as a represent	tative of the
Moved by	Seconded by	Carried Yes	No
AND			
	Donna Lybecker to the Es – Idaho Committee to s te University.		
Moved by	Seconded by	Carried Yes	No
AND			
	hristopher Nomura to the E – Idaho Committee to s rsity of Idaho.		
Moved by	Seconded by	Carried Yes	No
AND			
Competitive Research	Marianne Walck to the Es – Idaho Committee to serve r a term effective from July	as a representative	of the Idaho
Moved by	Seconded by	Carried Yes	No

ATTACHMENT 1

EPSCoR Committee Members

VOTING MEMBERS (16 members)

	Original					Board
Member Name	Appt.	Re-appointment	Expires	Representing	Position	Meeting
						12/19/2013
Barneby, David G.	9/9/2008	1/1/2014	6/30/2019	Private Sector	(Retired)VP Nevada Power	2/27/2014
Combs, Todd	10/18/2018		6/30/2021	INL		10/18/2018
						4/22/2005
Bell, Maxine	12/13/2006	10/22/2015	6/30/2020	House of Rep	House of Rep.	10/22/2015
Borud, Matt	4/17/2014		Ex-officio	Commerce	Idaho Department of Commerce	4/17/2014
						6/15/2017
Dave Tuthill	8/16/2012	6/15/2017	6/30/2022	Private Sector		8/16/2012
Gilliam, Gynii	10/22/2015		6/30/2019	Private Sector		10/22/2015
						4/22/2005
		2/18/2010	l			2/18/2010
Jacklin, Doyle	12/13/2006	10/22/2015	6/30/2020	Private Sector		10/22/2015
Nelson, Janet	12/15/2016		Ex-officio	VPR	UI - VPR	12/15/2016
						(6/27/2012)
		7/1/2011				12/9/2010
Noh, Laird	12/13/2006	7/1/2016	6/30/2021	Private Sector	Vice-Chair	12/15/2016
Nye, Mark	4/20/2017		6/30/2020	Senate	State Senate	4/20/2017
Oppenheimer, Skip	12/15/2016		6/30/2021	Private Sector		12/15/2016
						(6/27/2002)
		7/1/2011				12/9/2010
Ray, Leo	12/16/2006	6/15/2017	6/30/2022	Private Sector	Fish Breeders	6/15/2017
Blackman, Harold	10/18/2018		Ex-officio	VPR	BSU - VPR	10/18/2018
•						4/22/2005
Shreeve, Jean'ne	12/13/2006	2/21/2013	6/30/2019	Private Sector	UI - Professor	2/21/2013
		4/22/2005				4/22/2005
	(1/23/01)	2/18/2010				2/18/2010
Stevens, Dennis	4/22/2005	10/22/2015	6/30/2020	Private Sector	Physician	10/22/2015
Vacant			Ex-officio	VPR	ISU - VPR	

NON-VOTING MEMBERS (2 members)

Member Name	Original Appt.	Expires	Position	
TBD		Ex-officio	Representative from Governor's Office	
David Hill	12/15/2016	Ex-officio	Idaho State Board Member	12/15/2016

December 15, 2020

Idaho State Board of Education

To Whom It May Concern:

This letter is to express my interest in reappointment to the Idaho EPSCoR Committee when my current term expires. I have served as both an EPSCoR Committee member and as State Committee Chairman during periods of increasing EPSCoR funding for the State of Idaho. In addition to attending several National EPSCoR, NSF, and EPSCoR Coalition Meetings, I have consistently been involved in providing advice and assistance in the numerous grant proposal development efforts to the various EPSCoR federal agencies. I feel this experience, together with my business experience as past President of Jacklin Seed Company and currently Managing Partner of a family business park gives me an appreciation as to how important research in science, technology, math, and engineering is to our state.

I graduated from Washington State University with a Bachelor's of Science degree in Seed Physiology and Soil Chemistry and then received an honorary Doctorate Degree from the University of Idaho. Following university graduation, I served as an officer in the US Navy's Pacific Fleet followed by six years in the Navy Reserve as Commanding Officer of the Naval Training Command's Center, Spokane, WA.

In summary, I believe my credentials and past business experience as well as EPSCoR, involvement qualifies me for reappointment to the EPSCoR Committee. I have enjoyed my past tenure on the EPSCoR Committee and would look forward to being able to continue contributing to this important effort in the future.

I respectfully request reappointment to the Idaho EPSCoR Committee.

Sincerely,

Doyle W. Jacklin

DWJ/law

ATTACHMENT 2

Doyle W. Jacklin

Partner, Riverbend Commerce Park Coeur d'Alene, Idaho

Doyle Jacklin is managing partner in Riverbend Commerce Park, where high-tech tenants assist each other and network together as a casual business association. He graduated from Washington State University with a BS in Agronomy, having a specialization in Seed Physiology and Soil Chemistry, and has an honorary Doctorate of Administrative Science from the University of Idaho. He was past president of Jacklin Seed Company and Simplot Turf and Horticulture Group. Jacklin has served as president, Better Law and Turf Institute; chairman, American Seed Trade Association's Lawn Seed Division; vice president, USA, Canadian Seed Trade Association; president, Spokane, Washington Kiwanis Club; chairman of the board of directors, Vera Water & Power Company; chairman, University of Idaho's College of Business and Economics Advisory Board; president, Western Seed Association; and is a member or an officer of numerous other associations. Jacklin served four years aboard a U. S. Naval Pacific Fleet destroyer as operations officer and four years as commanding officer, Military Training Division, of the U. S. Naval Reserve's Eastern Washington and Northern Idaho Command.

November 24, 2020

Dr. Laird Noh Chair, Idaho EPSCoR Committee 875 Perimeter Drive, MS 3029 Moscow, ID 83844-3029

Dear Dr. Noh:

I am interested in serving on the Idaho EPSCoR State Committee. I will bring to the committee a sincere interest in helping support Idaho EPSCoR's primary objective of stimulating research in niche areas that can become fully competitive in the disciplinary and multidisciplinary research programs of the National Science Foundation and other relevant agencies. My serving as the Idaho EPSCoR MILES project ISU Co-lead (representing Social Sciences) was not only a great experience, but also educated me on the workings of Idaho EPSCoR. I understand the benefits of these programs, and would be delighted to bring my background and skills to help promote Idaho EPSCoR.

Please find attached my statement of qualifications.

Sincerely-

Donna Lybecker Acting Vice President for Research Idaho State University Ivbedonn@isu.edu

cc: Rick Schumaker (via email)

November 24, 2020

Re: Evidence of my qualifications to serve on the Idaho EPSCoR State Committee.

Donna Lybecker is the Acting Vice President for Research at Idaho State University. Prior to joining the Office for Research in 2020, Donna Lybecker served as the Chair for the Department of Political Science and the Assistant Dean for the Graduate School. In these roles, Lybecker has worked closely with faculty and students to encourage innovative research and creative endeavors. Lybecker also served as the ISU Co-Science lead (Lead for Social Science) for the previous Idaho EPSCoR MILES grant.

Lybecker has contributed to research and education within Idaho since 2007. During this time, she has published more than 20 peer reviewed articles and book chapters and published two books; regularly submitted grants to government agencies and private foundations, presented at national and international professional conferences and advised and mentored many graduate and undergraduate students. She has focused on interdisciplinary endeavors to connect diverse researchers, with the aim of addressing issues in emerging areas that impact Idaho, the United States, and global communities. Her areas of focus include environmental and science politics in the Western U.S. and Latin America, economic development and the framing of political issues, and the politics of borders.

Outside of ISU, Dr. Lybecker is a member of the United States Environmental Protection Agency's (USEPA) National Advisory Committee. Her academic background includes a PhD. In Political Science from Colorado State University and a master of arts in Political Science from Tulane University.



ATTACHMENT 4

OFFICE OF RESEARCH AND ECONOMIC DEVELOPMENT

Office of the Vice President 875 Perimeter Drive MS 3010 Moscow ID 83844-3010

208-885-6689 208-885-4990 [FAX] vpresearch@uidaho.edu uidaho.edu/research

November 30, 2020

Dr. Laird Noh Chair, Idaho EPSCoR Committee 875 Perimeter Drive, MS 3029 Moscow, ID 83844-3029

Dear Dr. Noh,

I am writing to formally express my interest in becoming a member of the Idaho EPSCoR Committee. I have been recently hired as the Vice President for Research and Economic Development at the University of Idaho. EPSCoR is a very important part of this new position and with that comes a responsibility to help keep Idaho as a very visible EPSCoR state.

Having many years of experience in the research field has given me a great foundation and the knowledge needed to be an active participant on this committee.

Sincerely,

Christopher Nomura

Vice President for Research and Economic Development

Dr. Christopher T. Nomura is Vice President for Research and Economic Development and holds an academic appointment as Professor of Biochemistry in the Department of Biological Sciences at the University of Idaho. Prior to his current role at the University of Idaho, he served as the Vice President for Research and Professor of Biochemistry in the Department of Chemistry at the State University of New York College of Environmental Science and Forestry (SUNY ESF). He received his BA in Biology with honors from the University of California at Santa Cruz, where he studied immunology and physiology of elephant seals, and his Ph.D. in Biochemistry, Microbiology, and Molecular Biology at The Pennsylvania State University for his research on cyanobacterial electron transport proteins and gene regulation. From 2001 to 2006, he worked in the internationally recognized Natural Polymer Chemistry laboratory of Prof. Dr. Yoshiharu Doi at the RIKEN Institute in Japan. Dr. Nomura has a multi-disciplinary research group whose interests span the fields of molecular microbiology, microbial physiology, metabolic engineering, synthetic biology, protein engineering, biochemistry, synthetic chemistry, and polymer chemistry with a focus on understanding gene regulation in bacteria and producing sustainable materials. Throughout his academic career, he has published and co-authored more than 70 original articles in refereed scientific journals and book chapters, and holds 4 U.S. Patents. In 2011, he received the SUNY ESF Exemplary Researcher Award for his contributions to the field of biopolymer production and has received special recognition for his mentorship of student researchers. While at SUNY, Dr. Nomura worked with researchers across the SUNY system through the SUNY Networks of Excellence to foster collaborations between SUNY faculty and industry partners. Dr. Nomura's research programs have been sponsored by NIH, NSF, DOE, USDA, and NYSERDA.

As Vice President for Research and Economic Development (VPRED) at the University of Idaho, Dr. Nomura leads, highlights and works to advance the research programs and economic impacts of university research by leading initiatives to identify research opportunities and ensure that faculty and staff members have access to the resources needed to compete at a high level for extramural funding, and build external collaborative partnerships. As VPRED, he is the Chief Research Officer of the institution and oversees the Office of Research and Economic Development (ORED) which is an umbrella for administrative and technical support functions for the research enterprise at the University of Idaho.

ATTACHMENT 5

From: Senator Mark Nye <mnye@senate.idaho.gov>

Date: Friday, November 27, 2020 at 12:32 AM **To:** Rick Schumaker UI <rschumak@uidaho.edu> **Subject:** Re: Idaho EPSCoR Committee membership

Dear Chair & Members of the Idaho State Board of Education:

I respectfully request re-appointment our EPSCoR committee.

I will always remember the thrill when Laird Noh called to discuss my joining. It was like getting a call from Mt. Olympus—and the work has been great & I'd like to continue.

Background - in a nutshell

After high school in Pocatello I was lucky and accepted to Harvard.

After graduation I was accepted to Law Schools-but got a great job offer from Boise Cascade that took me all over the US for them.

Then to Moscow for a great education in the law. Now with my Law Degree, I headed back to Pocatello to practice law-a great & rewarding experience to work and fight to help our clients solve problems in a reasonable time & at reasonable cost.

I was also lucky to help my profession being elected President of the statewide Idaho Bar Association—and then nationally to be on the Board of the American Bar Association.

I've enjoyed public service in the Legislature-being first elected to the House and now starting my third term in the Senate.

For fun I read, ski, travel and proud to have received my pilot's license.

My wife Eva is the best! And we've had four children and now four grandchildren. Some of you may know that Eva was an elected member of the Pocatello City Council for 14 years. My family came to Idaho before 1900 and settled in the Boise region, so I have some roots & great love for Idaho.

Thank you for your consideration- & I only hope that I can live up to Laird's expectations. Respectfully,

Mark

Senator Mark Nye cell: 208-221-6109

ATTACHMENT 6

December 6, 2020

Dr. Laird Noh Chair, Idaho EPSCoR Committee 875 Perimeter Drive, MS 3029 Moscow, ID 83844-3029

Dear Dr. Noh:

Thank you for inviting me to serve as a member of the Idaho State EPSCoR Committee. I am certainly willing to serve on this important committee once again. The need for Federal assistance for research grants for the sustainability of higher education in the state of Idaho is critical. As we all know Idaho ranks low on a national scale and we need to provide the State Board of Education with individuals that share this vision and have the necessary credentials to move Idaho into a more competitive realm while providing opportunities for our existing undergraduates, graduate students and faculty to succeed in the future.

The State Board of Education, due to reduced revenue may not be in a position to support the faculty of our important University faculty as we go forward in 2021. Already, faculty are being encouraged by their Presidents to take 3-4 months of leave without compensation. The possibility of attenuating tenured faculty's compensations is also being considered. All of these things together put even more emphasis on the need for Idaho University faculty to obtain funding from external sources including the Federal Government. In my view, the role of Idaho EPSCoR's endeavors are more important than ever. I am here to help.

In terms of credentials, I have the following:

- 1. A BA degree in Microbiology from the University of Montana in 1964.
- 2. A Ph.D degree in Microbiology from Montana State University in 1967.
- 3. An MD degree from the University of Utah in 1971.
- 4. A Residency in Internal Medicine from the University of Utah in 1974
- 5. A Fellowship in Infectious Diseases from Brooke Army Medical Center in 1977.
- 6. Assistant Chief of Infectious Diseases Brooke Army Medical Center 1977-1979
- 7. ACOS for Research, Boise VA Medical Center 2000-2018.
- 8. Chief of Infectious Diseases Veterans Administration Medical Center Boise Idaho 1979-2019

Other Notable Accomplishments include:

- Assistant Director of the SBOE Higher Education Research Council with General Manning as Director
- 2. Director of the SBOE Higher Education Research Council for roughly 10 years
- 3. Recipient of \$15,000,000 of Veterans Affairs Research Grants, Pharmaceutical Grants, NIH Grants and American Heart Association grants from 1979-2016.
- 4. 2015: I established the Idaho Veterans Research and Education non-profit Foundation
- 5. 2014: I developed a \$10,000,000 State of the Art Basic Science Research Building at the Boise VA Med Center.

- 6. 2016: Recipient of an NIH grant for a Center of Excellence in Emerging and Re-Emerging Infectious Diseases 2016-2021. (\$7,500,000 plus 26% Indirect costs).
- 7. 2000: Infectious Disease Society Citation Award for research work on group A streptococcal infections.
- 8. 2019: VA Infectious Disease Award from the VA Infectious Disease Practitioners for Life-Time Achievement.
- 9. 2020: Anaerobe Society of the Americas, Life-Time Achievement Award.
- 10. 2018-2021: Director, Idaho INBRE Program Director at the Boise VA Medical Center.

Thank you for considering me for this important position in Idaho EPSCoR.

Sincerely,

Dennis L. Stevens, Ph.D, M.D. FIDSA, FACP

Dannis L. Stevens

Director, NIH COBRE Center of Excellence in Emerging and Re-Emerging Infectious Diseases

Email: dlsteven@mindspring.com

Cell phone: 208 412 3573

December 2, 2020

Dr. Laird Noh, Chair Idaho EPSCoR Committee 872 Perimeter Drive, MS 3029 Moscow, ID 83844-3029

SUBJECT: Appointment to the Idaho Established Program to Stimulate Competitive

Research (EPSCoR) Committee

Dear Dr. Noh:

Please consider this letter as my formal expression of interest in serving as Idaho National Laboratory's representative on the Idaho EPSCoR Committee. My biography is attached for your reference. If I can answer any questions relating to my interest in the Idaho EPSCoR appointment or my qualifications, please contact me at your convenience. I look forward to working together with the staff and volunteers of the Idaho EPSCoR Committee to stimulate Idaho research.

Sincerely,

Marianne C. Walck, Ph.D., Deputy Laboratory Director

Science & Technology and Chief Research Officer

MCW:MRR

Attachment

cc: Rick Schumaker

Marianne C. Walel





Dr. Marianne Walck

Deputy Laboratory Director for Science and Technology and Chief Research Officer Idaho National Laboratory

r. Marianne Walck provides strategic leadership, direction, and integration for research, science and technology at Idaho National Laboratory in her role as deputy lab director for Science and Technology and Chief Research Officer. Prior to joining INL in 2019, she was vice president of Sandia National Laboratories' California laboratory. She has more than 30 years of DOE national laboratory technical leadership experience, including technical program leadership, research leadership, and line, personnel, and site management. As vice president of Sandia's California laboratory, Dr. Walck was responsible for principal programs including nuclear weapons stewardship; homeland security with a focus on defending against weapons of mass destruction; combustion, transportation, and hydrogen energy research; biology; and advanced computational and information systems. Dr. Walck also served as vice president in charge of Sandia's Energy and Climate Program, which encompasses a wide variety of energy technology programs including renewable energy systems and energy infrastructure, climate and engineered systems, fossil energy, nuclear and fuel cycle, and transportation energy systems. Earlier, she held a variety of research and management positions at Sandia. She served on the Sandia Research Leadership Team, created and led the Geoscience Research Foundation; was director of the Geoscience, Climate, and Consequence Effects Center; and was director of the Nuclear Energy and Global Security Technologies Center.

Dr. Walck serves on several advisory boards for universities and technical institutes, including the Texas A&M Energy Institute, and is a Senior Fellow of the California Council on Science and Technology. She holds memberships in the American Geophysical Union, the Seismological Society of America, the Association for Women Geoscientists, the American Nuclear Society, and the American Association for the Advancement of Science. She earned Ph.D. and M.S. degrees in geophysics from the California Institute of Technology and a bachelor's degree in geology/physics from Hope College.

She and her husband have two sons. She volunteers as a mentor, and enjoys judging student science fairs and performing as a violinist in community orchestras.

SUBJECT

Semi-Annual Report of Approved Program Requests

REFERENCE

August 2020

Board accepted semi-annual report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.G.8.a.

BACKGROUND/DISCUSSION

In accordance with Board Policy III.G.3.c.i.2. and 4.b.i.2., prior to implementation, the Executive Director may approve any new, modification, and/or discontinuation of academic or career technical education programs with a financial impact of less than \$250,000 per fiscal year.

Consistent with Board Policy III.G.8.a., the Board office is providing a semi-annual report of academic and career technical program change requests from Idaho's public postsecondary institutions that were approved by the Executive Director between July 1, 2020 and December 31, 2020. A report of program change requests approved by the full Board for the same time period is also included for informational and contextual purposes.

ATTACHMENTS

Attachment 1 – Semi-Annual Report of Approved Program Requests

STAFF COMMENTS

Staff provided an overview of new academic or career technical programs and certificates approved by the Executive Director consistent with Board Policy III.G. This included other instructional activity such as modifications to existing programs. Other non-substantial changes that require notification to the Board office were also included in the report.

BOARD ACTION

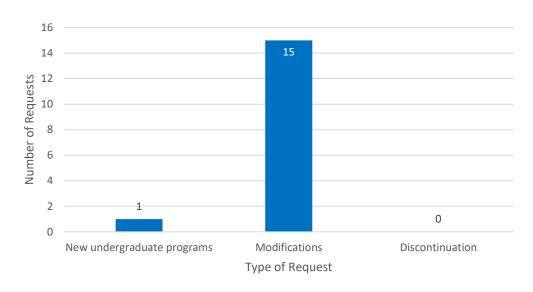
I move to accept the Semi-Annual Report of Approved Program Requests approved by the Executive Director.

Moved by	Seconded by	Carried	d Yes	No
	Cocomaca by			

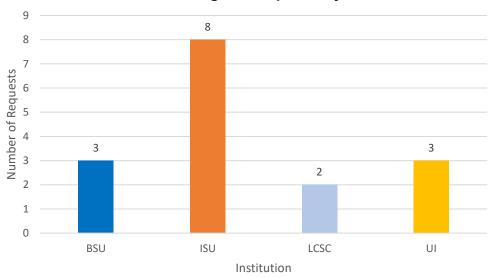
Semi-Annual Report of Approved Program Requests

July 2020 through January 2021

Total Academic Program Requests Approved by Executive Director







List of Academic Program/Unit Changes Approved by Executive Director

Institution	Request Type	Degree/Certificate/Other	Program Title
BSU	New	Bachelor of Science	Computer Systems Engineering
BSU	Modification	Existing Graduate Certificate	Add online option of User Research
BSU	Modification	Instructional Unit	Bifurcate existing Department of Communication and Media into two separate departments: Department of Communication and Department of Media
ISU	Modification	Existing program	Add online option of Master of Physical Education/Athletic Administration program
ISU	Modification	Existing program	Add online option of Bachelor of Arts/Bachelor of Science in Elementary Education

ATTACHMENT 1

Institution	Request Type	Degree/Certificate/Other	Program Title
ISU	Modification	Existing program	Add online option of Bachelor of Arts/Bachelor of Science in Special Education
ISU	Modification	Existing certificate	Add online option of Diagnostic Medical Sonography
ISU	Modification	Existing unit	 Under the Kasiska Division of Health Sciences Change College of Health Professions to College of Health Change College of Nursing to School of Nursing Change College of Rehabilitation and Communication Sciences to School of Rehabilitation and Communication Sciences
ISU	Modification	Existing unit	Bifurcate the Department of Informatics and Computer Science as follows: • Department of Computer Science within the College of Science and Engineering • Department of Informatics within the College of Business
ISU	Modification	Existing unit	Bifurcate current Department of Physics, Nuclear, and Electrical Engineering as follows: • Department of Electrical and Computer Engineering • Department of Nuclear Engineering • Relocate the Physics Program within the College of Science and Engineering
ISU	Modification	Bachelor of Science	Change from a Bachelor of Science in Business Administration to a Bachelor of Business Administration

ATTACHMENT 1

Institution	Request Type	Degree/Certificate/Other	Program Title
LCSC	Modification	Bachelor of Arts/Bachelor of Science	Add online option of Elementary Education
LCSC	Modification	Bachelor of Arts/Bachelor of Science	Add online option of Communication Arts
UI	Modification	Existing program	 Existing Early Childhood Development and Education Early Childhood is split from Child Development. Created two majors instead of one Degree title changed to B.S. from B.S. Erly.Chldhd.Dev.Ed.
UI	Modification	Existing program	 Existing Food and Nutrition Food and Nutrition program will be retained Degree title changed to BS from B.S.F.C.S. Added new Nutritional Science BS major
UI	Modification	Existing program	 Existing Child, Family and Consumer Studies Removed all options under the existing degree Changed degree title from Child, Family and Consumer Studies to Family and Consumer Sciences Converted existing option entitled Family Development Across the Lifespan to a standalone program called Human Development and Family Studies

ATTACHMENT 1

List of Other Academic Program/Unit Changes Notified to Executive Director
The following program changes or additions do not require approval; however, they require notification to OSBE per policy III.G. prior to implementation.

Institution	Request Type	Certificate/Other Academic Program Component	Program Title/Description
BSU	New	Graduate Certificate	Bilingual Education, K12
BSU	New	Graduate certificate	Computational Sciences
BSU	New	Undergraduate certificate	Health Coaching
BSU	New	Undergraduate certificate	Environmental Education
BSU	New	Undergraduate certificate	Environmental History
BSU	New	Undergraduate certificate	Gender/Women's History
BSU	New	Options	 Under the Bachelor of Music Education Bow Strings option Piano/Guitar option Voice option Wind/Bass/Percussion option
BSU	New	Minor	History of War, Conflict and Society
BSU	New	Minor	History of Law, Justice, and Power
BSU	New	Minor	History of Faith and Ideology
BSU	New	Minor	General History with Geographic Focus
BSU	New	Tracks	Under existing M.A. in History
BSU	Relocate	Existing certificates	Relocate undergraduate certificates in Leadership and Human Relations and Applied Leadership: Growing into a High Impact Leader from College of Innovation and Design to School of Public Service
BSU	Inactivate	Existing program	Suspend enrollment for Master of Arts in Communication and Master of Science in STEM Education to allow for program assessment.

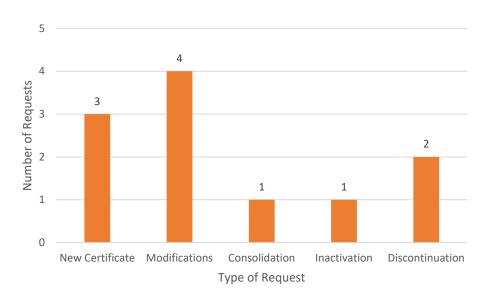
ATTACHMENT 1

Institution	Request Type	Certificate/Other Academic Program Component	Program Title/Description
BSU	Name Change	Existing graduate certificate	Mathematical Thinking for Instruction to Mathematics Instruction, Learning and Leadership
BSU	Name Change	Existing program	 Under the Ph.D. in Computing program Computational Science and Engineering emphasis to Computational Mathematics, Science and Engineering
BSU	Name Change	Existing Administrative unit	Center for School Improvement and Policy Studies to Center for School and Community Partnerships
BSU	Name Change	Existing program	Bachelor of Arts in Media Arts to Bachelor of Arts in Integrated Media and Strategic Communication
BSU	Name Change	Existing emphases	 Under the Bachelor of Science in Kinesiology Exercise Science to Human Performance and Exercise Science Biomechanics to Neuromechanical Science Pre-Athletic Training to Rehabilitation Science
BSU	Name Change	Existing emphases	Under the Bachelor of Arts in Global Studies Sustainable Futures to Global Environment International Relations to International Governance and Development
BSU	Name Change	Existing emphasis	 Under the Bachelor of Fine Arts in Visual Art Interdisciplinary Art Studio to Time-Based Art
BSU	Name Change	Existing unit	Change the name of their Institute for STEM and Diversity Initiatives to the Institute for Inclusive and Transformative Scholarship
ISU	New	Graduate certificate	Secure Cyber Operations
ISU	New	Graduate certificate	Rural Health
ISU	New	Undergraduate certificate	Professional Sales

ATTACHMENT 1

Institution	Request Type	Certificate/Other Academic Program Component	Program Title/Description
ISU	New	Certificate	Computer Science Cybersecurity
ISU	New	Certificate	Addiction Studies
ISU	New	Certificate	Financial Literacy
ISU	New	Certificate	Online, Special Education Director Endorsement Certificate
ISU	New	Certificate	Online, Idaho K-12 Principal Endorsement Certificate
ISU	New	Minor	Healthy Aging
ISU	New	Minor	Pre-Physician Assistant
ISU	Discontinue	Minor	Marketing
ISU	Modification	Existing program	Relocate Computer Aided Design Drafting Technology and Computerized Machining Technology from the Technical Department to the Trade and Industrial Department
ISU	Modification	Existing program	Relocate Aircraft Maintenance Technology from the Trade and Industrial Department to the Technical Department.
ISU	Modification	Existing program	Add a 16-month part time option to the existing Diagnostic Medical Sonography certificate
UI	Modification	Instructional Unit	Relocate Confucius Institute from Strategic Enrollment Management to the College of Letters, Arts and Social Sciences
UI	Inactivate	Existing program	Suspend enrollment for the Executive Master of Business Administration to allow for program assessment.
UI	Name Change	Existing program	Bachelor of Science in Family and Consumer Sciences in Apparel, Textiles, and Designs to a Bachelor of Science in Apparel, Textiles, and Design

Career Technical Program Requests Approved by Executive Director



Institution	Request Type	Degree/Certificate/Other	Program Title/Description
CEI	Modification	Specialized Certificate	Change from a Basic Technical Certificate to a Specialized Certificate in Information Assurance and Cybersecurity
CSI	Modification	Existing program	Convert the Heavy Equipment/Ag program option from the Diesel Technology program into a stand-alone program. The program will offer an Associate of Applied Science and an Intermediate Technical Certificate
CSI	New	Basic Technical Certificate	Retail Management
CSI	New	Basic Technical Certificate	Residential Construction

ATTACHMENT 1

Institution	Request Type	Degree/Certificate/Other	Program Title/Description
CWI	Consolidate	Electrical, HVAC, and Plumbing emphases	Associate of Applied Science in Applied Technology and Apprenticeship
CWI	Inactivate	Existing program	Inactivate the Intermediate Technical Certificate in Surgical Technology
LCSC	Modification	Associate of Applied Science Advanced Technical Certificate	Accounting Assistant (addition of online option)
NIC	New	Basic Technical Certificate	Fire Service Technology
NIC	Discontinue	Associate of Applied Science Advanced Technical Certificate	Web Design
NIC	Discontinue	Associate of Applied Science Advanced Technical Certificate Intermediate Technical Certificate	Graphic Design
NIC	Modification	Existing program	Merge Graphic Design and Web Design programs into a new program titled Graphic and Web Design. • Program will offer Associate of Applied Science, Advanced Technical Certificate, and Intermediate Technical Certificate

ATTACHMENT 1

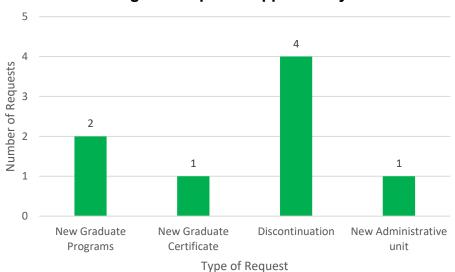
List of Other CTE Program Changes Notified to Executive Director
The following program changes or additions do not require approval; however, they require notification to OSBE per policy III.G. prior to implementation.

Institution	Request Type	Certificate/Other Academic Program Component	Program Title/Description
CEI	Name change	Existing program	Web and Application Development to Digital Media Specialist
LCSC	Modification	Existing programs	Relocate Applied Accounting and Business Management Marketing programs to the Business Division
NIC	Name change	Existing program	Collision Repair Technology to Autobody and Paint Technology
NIC	Expansion	Associate of Applied Science	Dental Hygiene – added Lewis-Clark State College as an additional distance learning location for the purposes of offering the program
NIC	Name change	Existing program	Computer Aided Design Technology- Mechanical program to Mechanical Design Engineering Technology.

CONSENT - IRSA TAB 7 Page 10

ATTACHMENT 1

Academic Program Requests Approved by the Board



List of Academic Program/Unit Changes Approved by the Board

Institution	Request Type	Degree/Certificate/Other	Program Title
BSU	New	Master of Public Health	Master of Public Health
BSU	Discontinue	Master's	Master of Health Science
BSU	New	Administrative unit	Institute of Pervasive Cybersecurity
LCSC	New	Graduate Certificate	Nursing Management and Leadership
UI	Discontinue	Master of Science	Bioregional Planning and Community Design
UI	Discontinue	Master of Arts	Philosophy
UI	Discontinue	Master of Science	Rehabilitation Counseling and Human Services
UI	Discontinue	Master's	Master of Laws
UI	New	Master of Science	Dietetics

CONSENT - IRSA TAB 7 Page 11

SUBJECT

Data Management Council Appointments

REFERENCE

June 2018 The Board reappointed Chris Campbell, Don Coberly,

Matthew Rauch, and Georgia Smith to the Data Management Council. The Board appointed Cathleen

McHugh to the Data Management Council.

August 2018 The Board appointed Dale Pietrzak and Dianna J.

Renz to the Data Management Council.

April 2019 The Board appointed Scott Thomson and Grace L.

Anderson to the Data Management Council.

February 2020 The Board appointed Marcia Grabow to the Data

Management Council.

April 2020 The Board reappointed Matthew Rauch, Georgia

Smith, and Dianna Renz to the Data Management Council. The Board appointed Chris Bragg to the Data

Management Council.

August 2020 The Board appointed Leslie Odom and Kevin Whitman

to the Data Management Council. Additionally,

The Board approved the first reading of Board Policy I.O., shifting one position from the Department of Education to the Office of the State Board of Education to align with the move of the ISEE data system and

adding one at-large member.

October 2020 The Board approved the second reading of Board

Policy I.O.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.O.

BACKGROUND/DISCUSSION

The Data Management Council (Council) was established by the Board pursuant to Board policy I.O. to make recommendations to the Board on the oversight and development of Idaho's Statewide Longitudinal Data System (SLDS) and to oversee the creation, maintenance and usage of said system. Section 33-133, Idaho Code, defines the state "data system" to include the state's elementary, secondary, and postsecondary longitudinal data. The SLDS consists of three areas of data and is referred to as EASI (the Education Analytics System of Idaho). EASI is a P-20W system consisting of P-12, postsecondary, and workforce data. The P-12 data is commonly referred to as the Idaho System for Educational Excellence (ISEE), the postsecondary data is referred to as the Postsecondary Measures of Academic Progress (PMAP), and the labor data managed by the Department of Labor is referred to as the Idaho Labor Market Information (ILMI).

There are 13 seats on the Council representing the following constituencies:

CONSENT - PPGA TAB 8 Page 1

- a. Two representatives from the Office of the State Board of Education;
- b. Three representatives from public postsecondary institutions, of whom at least one shall be from a community college and no more than one member from any one institution;
- c. One representative who serves as the registrar at an Idaho public postsecondary institution, which may be from the same institution represented above:
- d. One representative from the State Department of Education;
- e. Three representatives from a school district, with at least one from an urban district and one from a rural district, and no more than one member from any one district:
- f. One representative from the Division of Career Technical Education;
- g. One representative from the Department of Labor;
- h. One at-large member.

Appointments are made for two year terms, commencing on July 1st.

Chris Campbell, current Chief Technology Officer for the Office of the State Board of Education (OSBE), was nominated to fill the second seat representing OSBE. Mr. Campbell had previously served on the Council in his role with the State Department of Education (SDE).

At its December 2020 meeting, the Data Management Council discussed how the new at-large position could best be filled and agreed to ask the Board to re-appoint Todd King. Subsequently, this decision was ratified by an email vote. As with Mr. Campbell, Mr. King had previously served on the Council in his role with SDE. With the legislative transfer of the ISEE portion of the data system to OSBE, Mr. King could no longer serve in his original capacity as a representative of SDE.

IMPACT

Appointment of these individuals will result in all seats on the Data Management Council being filled.

ATTACHMENTS

Attachment 1 – Current Data Management Council Membership

Attachment 2 – Statement of Interest from Mr. Chris Campbell

Attachment 3 – Statement of Interest from Mr. Todd King

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Board Policy I.O. the Council must nominate candidates for Board consideration not less than 60 days prior to the expiration of the term or within 30 day after a vacancy. Recommendations are required to include letters of interest and biographical information of the candidates. Nominations for open appointments require the Council to solicit nominations from all constituency groups.

CONSENT - PPGA TAB 8 Page 2

For the vacant seats, Board staff reached out to the postsecondary institutions to solicit applicants. Board staff emailed the Institutional Research Offices of the postsecondary institutions to notify them of the opening and to ask interested parties to apply. There was one application received for the postsecondary institution representative. Board staff also contacted SDE to request new representatives.

Both individuals being considered for reappointment have been active members of the Council and have expressed an interest in continuing to serve.

Staff recommends approval.

BOARD ACTION

I move to approve the appointment of Chris Campbell to the Data Management Council as a representative from the Office of the State Board of Education for a term commencing immediately and ending June 30, 2023.

Moved by	Seconded by	Carried Yes	No
	re the appointment of Todd representative for a term o	· ·	•
Moved by	Seconded by	Carried Yes	No

CONSENT - PPGA TAB 8 Page 3

ATTACHMENT 1

DATA MANAGEMENT COUNCIL MEMBERSHIP February 2021

February 2021			
Office of the State Board of Education	Office of the State Board of Education		
	Vacant		
Dr. Cathleen McHugh	7 3.531		
Chief Research Officer			
Idaho State Board of Education			
Member since 2018			
Term: July 1, 2019 – June 30, 2021			
Public Postsecondary Institution – Four-year	Public Postsecondary Institution –		
Institution	Community College		
	a		
Dr. Grace Anderson	Chris Bragg		
Director of Institutional Research,	Associate Dean of Institutional Effectiveness		
Lewis-Clark State College	College of Southern Idaho		
Member since 2019	Member since 2020		
Term: July 1, 2019 – June 30, 2021	Term: July 1, 2020 – June 30, 2022		
Public Postsecondary Institution Registrar	Public Postsecondary Institution – Four-year		
,	Institution		
Tami Haft	Dr. Leslie Odom		
Registrar/Director of Admissions – Enrollment	Associate Director for Reporting and Data		
Services	Quality		
North Idaho College	Boise State University		
Member since 2011	Member since 2020		
Term: July 1, 2019 - June 30, 2021.	Term: August 26, 2020 – June 30, 2022		
K-12 School District - Rural	K-12 School District - Urban		
IX-12 School District - IXII al	11-12 School District - Orbari		
Scott Thomson	Matthew Rauch		
Executive Director	Database Manager		
North Idaho STEM Charter Academy	Kuna School District		
Member since 2019.	Member since 2015		
Term: July 1, 2019 - June 30, 2021	Term: July 1, 2020 - June 30, 2022		
K-12 School District - Rural	State Department of Education		
TO 12 Oction District - Itural	Otate Department of Education		
Dr. Marcia Grabow	Kevin Whitman		
Data and Assessment Coordinator	Director for Assessment and Accountability		
Blaine County School District	Idaho State Department of Education		
Member since 2020	Member since 2020		
	Term: August 26, 2020 – June 20, 2022		
Term: July 1, 2019 - June 30, 2021 Division of Career Technical Education	Department of Labor		
Division of Career recillical Education	Department of Labor		
Heather Luchte	Georgia Smith		
Director, Performance Management	Deputy Director of Communications,		
Division of Career Technical Education			
Member since 2014	Research and Determination Services		
	Idaho Department of Labor		
Term: July 1, 2019 - June 30, 2021	Member since 2014.		
ALL D. L.C.	Term: July 1, 2020 - June 30, 2022		
At-Large Representative			
Vacant			

CONSENT – PPGA TAB 8 Page 1

ATTACHMENT 2

From: Chris Campbell
To: Cathleen McHugh
Subject: Data Management Council

Date: Thursday, January 14, 2021 11:53:25 AM

Attachments: <u>image001.png</u>

Cathleen,

Please consider this email as my letter of interest for being reappointed to the Data Management Council in my new position as Chief Technology Officer at the Office of the State Board of Education. Thank you for all of your effort put into continuing this work.

Christopher Campbell

Chief Technology Officer



650 W. State St. Boise, ID 83720 Tel: 208.332.6970

cacampbell@sde.idaho.gov boardofed.idaho.gov

ATTACHMENT 3

 From:
 Todd M. King

 To:
 Cathleen McHugh

 Cc:
 Chris Campbell

 Subject:
 DMC reappointment

Date: Thursday, January 14, 2021 11:26:39 AM

Attachments: <u>image002.png</u>

Hi Cathleen,

If there is an open seat on the DMC, which I may be well-suited to fulfill, please accept this email as my request to be considered as a candidate to rejoin.

Thank you.

Todd M. King

Education Data Systems Reporting Manager

208.332.6937 (office)

tking@sde.idaho.gov



650 W. State St. #307 Boise, ID 83720-0037

www.boardofed.idaho.gov

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PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Emergency Provisional Certificate Approvals

REFERENCE

February 2020 Board approved thirty-six (36) provisional certificates

for the 2019-20 school year.

April 2020 Board approved twenty-four (24) provisional

certificates for the 2019-20 school year.

June 2020 Board approved two (2) provisional certificates for the

2019-20 school year.

August 2020 Board approved one (1) provisional certificates for the

2020-21 school year.

December 2020 Board reviewed fifteen (15) provisional certificates for

the 2020-21 school year. Fourteen (14) applications were approved and one (1) application was not

approved.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1201 and 33-1203, Idaho Code

BACKGROUND/DISCUSSION

Fifty-Two (52) emergency provisional applications were received by the State Department of Education from the school districts and charter schools listed below. Emergency provisional certificate applications allow a school district or charter to request one-year emergency certification for a candidate who does not hold a current Idaho certificate, but who has the strong content background and some educational pedagogy, to fill an area of need that requires certification and endorsement. While the candidate is under emergency provisional certification, no financial penalties will be assessed to the hiring district. Historical provisional certification status has been added to candidates that have received provisional approvals in prior years, as there is nothing in Idaho Code that prohibits multiple provisional certificates.

American Heritage Charter School #482

Applicant Name: Breanna Luker

Content & Grade Range: All Subjects K-8

Degree: AA, Interior Design, 5/2003

Declared Emergency: September 3, 2020 American Heritage Charter School Board of Trustees declared an emergency exists for the 2020-21 school year. **Summary of Recruitment Efforts:** There was one candidate and one interview. The school had a late retirement this year and needed to find a replacement quickly. The retirement notification came in the week before school began.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends American Heritage Charter School's request for Breanna Luker without reservation.

Blackfoot School District #55

Applicant Name: Emily Abercrombie
Content & Grade Range: All Subjects K-8

Degree: AA, General Studies – Health and Education, 12/1998.

Declared Emergency: June 25, 2020 Blackfoot School District Board of Trustees

declared an emergency exists for the 2020-21 school year.

Summary of Recruitment Efforts: The district has vacancies in special education. On March 9th, The school district advertised for elementary special education teachers. On April 20, when the committee conducted interviews there were only four applicants, one declined the interview, one accepted a job and soon after declined the offer. The committee had two remaining candidates and the committee chose Emily. She has experience with accommodations for students with disabilities. She is currently enrolled at Western Governor's University (WGU) in an elementary education program.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Blackfoot School District's request for Emily Abercromie without reservation.

Boise Independent School District #1

Applicant Name: Karen Antram

Content & Grade Range: All Subjects K-8

Certified: English 6-12, Literacy K-12 and Librarian K-12

Declared Emergency: September 14, 2020 Boise Independent School District Board of Trustees declared an emergency exists for the 2020-21 school year.

Summary of Recruitment Efforts: There were no applicants, nor interviews. Due to enrollment shifts from the traditional brick and mortar schools to the online program and the current financial situation, all Reading Specialist in the Boise School District were reassigned to traditional classroom teaching positions. Ms. Antram's position was reassigned from Reading Specialist to an elementary teacher for the 2020-21 school year only. Next year, she will be reassigned as a Reading Specialist.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Boise Independent School District's request for Karen Antam without reservation.

Boise Independent School District #1

Applicant Name: Mitzi Cannon

Content & Grade Range: Family Consumer Science 6-12

Certified: 3-year Interim certificate for Bioligical Science 6-12 and Health 6-12 **Declared Emergency:** September 14, 2020 Boise Independent School District Board of Trustees declared an emergency exists for the 2020-21 school year.

Summary of Recruitment Efforts: There were four applicants and one interview. By the time this position was open, one had already accepted another job in a neighboring district and the other did not return calls for an interview. Ms. Cannon was the only candidate interviewed. She was selected for an interview from the district Health Teacher pool because there is some overlap with Health content and Family Consumer Sciences content. Reviewed by Kristi Enger prior to review by the Professional Standards Commission.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Boise Independent School District's request for Mtizi Cannon without reservation.

Boise Independent School District #1

Applicant Name: Chris Lewis

Content & Grade Range: Career Technical Education – Television Production/Broadcasting 6-12 and Career Technical Education – Graphic Arts/Journalism 6-12

Degree: BA, Management, 5/2013

Declared Emergency: September 14, 2020 Boise Independent School District Board of Trustees declared an emergency exists for the 2020-21 school year.

Summary of Recruitment Efforts: Teacher requested a year leave of absence right before the school year started. The position was posted and only had applicants apply. The first candidate that was hired resigned after accepting the job. Reviewed by Kristi Enger prior to review by the Professional Standards Commission.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Boise Independent School District's request for Chris Lewis without reservation.

Boise Independent School District #1

Applicant Name: Austin Sparks

Content & Grade Range: Physical Education 6-12 and Health 6=12 **Degree:** BS, Culinary Arts and Food Service Management, 5/2012

Declared Emergency: September 14, 2020 Boise Independent School District Board of Trustees declared an emergency exists for the 2020-21 school year.

Summary of Recruitment Efforts: There were 34 candidates and one interview. Mr. Sparks was a current employee of the Boise School District, working in a classified position. He was hired into a certified position due to an emergency situation of enrollments exceeding capacity. While the district originally had 34 candidates in their system that could teach these subjects, by the time they were hiring, most had already taken a position elsewhere. He is in the process of getting his certification to teach Physical Education and Health in the State of Arizona. Once he gets certified in Arizona, he will be able to apply for reciprocity in Idaho. Since Austin still needs to take one test to get his Arizona Certification, the school district thought it was best to apply for a Provisional Emergency Certificate to make sure that he was able to hold the position for this year, while completing the steps to get certified in Idaho.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Boise Independent School District's request for Austin Sparks without reservation.

Bonneville Joint School District #93

Applicant Name: Kayla Martens

Content & Grade Range: School Counselor K-12

Degree: MA, Clinic Mental Health Counseling in progress, BA, General Studies –

Child Development, 12/2016

Declared Emergency: May 13, 2020 Bonneville Joint School District Board of

Trustees declared an emergency exists for the 2020-21 school year.

Summary of Recruitment Efforts: There were nine applicants and five interviews. The school district had an open counseling position late in the spring of 2020. The district had one certified applicant that rated the lowest of all of our interviewees in terms of what we were looking for and how that person would fit with our student and faculty. Ms. Martens had worked with a student at the high school level and did well on the interview. She is researching programs that will lead to a School Counselor certification.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Bonneville Joint School District's request for Kayla Martens without reservation.

Boundary County School District #101

Applicant Name: Elizabeth Racer

Content & Grade Range: School Social Worker K-12

Degree: BA, Social Work, 5/2020

Declared Emergency: August 17, 2020 Boundary County School District Board

of Trustees declared an emergency exists for the 2020-21 school year.

Summary of Recruitment Efforts: There was one applicant and one interview. The candidate applied for admittance to Boise State University (BSU) but the cohort was full and she was denied. Candidate applied to Campbellsville University in Kentucky. She is completing coursework online to receive a Masters in Social Work degree. She will apply to BSU each semester to try to get acceptance into the cohort. The community is in a state of emergency due to COVID and social/emotional mental health issues, it was imperative that we have a school social worker/counselor. The school district did not have any other applicants for this position.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Boundary County School District's request for Elizabeth Racer without reservation.

<u>Caldwell School District #132</u> <u>Applicant Name</u>: Kaylee Green

Content & Grade Range: All Subjects K-8

Degree: BA, Psychology, 5/2017

Declared Emergency: August 24, 2020 Caldwell School District Board of Trustees declared an emergency exists for the 2020-21 school year.

Summary of Recruitment Efforts: There were 19 applicants and three interviews. The original teacher submitted a late resignation notice due to COVID. Qualified candidates were difficult to find in August.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Caldwell School District's request for Kaylee Green without reservation.

Caldwell School District #132

Applicant Name: Zuri Meehan

Content & Grade Range: All Subjects K-8

Degree: MA, Teaching, 7/2020

Declared Emergency: October 26, 2020 Caldwell School District Board of

Trustees declared an emergency exists for the 2020-21 school year.

Summary of Recruitment Efforts: There were 20 applicants and five interviews. The original teacher submitted their resignation in August. The position was posted.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Caldwell School District's request for Zuri Meehan without reservation.

Caldwell School District #132

Applicant Name: Kayle Niska

Content & Grade Range: All Subjects K-8

Degree: 144 credits

Declared Emergency: September 14, 2020 Caldwell School District Board of

Trustees declared an emergency exists for the 2020-21 school year.

Summary of Recruitment Efforts: There were four applicants and one interview. The Science teacher was assigned to another position. Two of the new hires were accepted and later declined after realizing it was a reduced contract. School was getting ready to begin, so the school district needed to fill the position quickly.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Caldwell School District's request for Kayle Niska without reservation.

Caldwell School District #132

Applicant Name: Zachary Strong
Content & Grade Range: English 6-12
Degree: BA, Social Science, 8/2020

Declared Emergency: October 12, 2020 Caldwell School District Board of

Trustees declared an emergency exists for the 2020-21 school year.

Summary of Recruitment Efforts: There were three applicants and two interviews. The school district had a teacher retire September 30, 2020. Zachary is enrolled in ABCTE, but did not qualify on the Board approved mastery assessment.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Caldwell School District's request for Zachary Strong without reservation.

Cambridge School District #432

Applicant Name: Keith Davis

Content & Grade Range: Physical Education 6-12

Certified: 3-year interim certificate for Math 5-9, English 6-12, Social Studies 6-

12, Mathematics – Basic 6-12 and Health 6-12

Declared Emergency: August 31, 2020 Cambridge School District Board of

Trustees declared an emergency exists for the 2020-21 school year.

Summary of Recruitment Efforts: This is a single class period the school district did not advertise for the position. With the holdback of funding this year, and uncertainty for next year, the school district did not feel it was responsible financially to hire another teacher. This was a last minute decision to start this school year, which did not give time to advertise the position either. Mr. Davis was willing to step in and help out this year.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Cambridge School District's request for Keith Davis without reservation.

Cambridge School District #432

Applicant Name: James DeVries **Content & Grade Range:** English 6-12

Certified: 3-year interim certificate for English 6-12 and Social Studies 6-12 **Declared Emergency:** October 19, 2020 Cambridge School District Board of

Trustees declared an emergency exists for the 2020-21 school year.

Summary of Recruitment Efforts: There were two applicants and two interviews. The school district has multiple teachers out on leave. They had to fill the position very quickly as the school year had already started when the English teacher requested leave. It is difficult to get applicants due to the remote area. Mr. DeVries is a retired teacher with a lot of experience teaching high school language arts. The other applicant for this position was certified in English and math. Due to the sudden vacancy in math, the other applicant was hired for that position.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Cambridge School District's request for James DeVries without reservation.

Cambridge School District #432

Applicant Name: Marie Midgley

Content & Grade Range: Journalism 6-12

Certified: Biological Science 6-12

Declared Emergency: October 19, 2020 Cambridge School District Board of

Trustees declared an emergency exists for the 2020-21 school year.

Summary of Recruitment Efforts: There were no applicants, nor interviews. This

is a stand-alone course. Mrs. Midgley has agreed to teach it this year.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Cambridge School District's request for Marie Midgley without reservation.

Cassia County Joint School District #151

Applicant Name: Ashley Bedke

Content & Grade Range: All Subjects K-8

Degree: BA, Interdisciplinary Studies, 12/2016

Declared Emergency: July 16, 2020 Cassia County Joint School District Board of

Trustees declared an emergency exists for the 2020-21 school year.

Summary of Recruitment Efforts: There were four applicants and four interviews. Ashley seemed to be the most qualified for the position. She is enrolled in ABCTE, but did not qualify on the Rubric.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Cassia County Joint School District's request for Ashley Bedke without reservation.

Filer School District #413

Applicant Name: Thomas Crozier

Content & Grade Range: Teacher Librarian K-12

Degree: BA, Communications, 5/2019

Declared Emergency: October 19, 2020 Filer School District Board of Trustees

declared an emergency exists for the 2020-21 school year.

Summary of Recruitment Efforts: There was two applicants and one interview. The school district started the year with a veteran teacher in place. After two weeks into the year, the veteran teacher presented the district with a letter of retirement due to her health concerns over COVID. The district has no other certified teacher librarians on staff. Therefore, this emergency situation led to the hire of Mr. Crozier. PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Filer School District's request for Thomas Crozier without reservation.

Forge International School #528

Applicant Name: Amy Kirschner

Content & Grade Range: All Subjects K-8 Degree: MA, Special Education, 5/1998

Declared Emergency: October 19, 2020 Forge International School Board of

Trustees declared an emergency exists for the 2020-21 school year.

Summary of Recruitment Efforts: There were no applicants nor interviews. The original assigned teacher was reassigned due to COVID issue.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Forge International School's request for Amy Kirschner without reservation.

Hansen School District #415

Applicant Name: Brandi Stimpson

Content & Grade Range: All Subjects K-8

Degree: 57 credits

Declared Emergency: August 27, 2020 Hansen School District Board of Trustees

declared an emergency exists for the 2020-21 school year.

Summary of Recruitment Efforts: There were no applicants and one interview. Mrs. Stimpson currently works for Hansen School District as an aide and has started working towards her associate's degree at the College of Southern Idaho in fall 2019.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Hansen School District's request for Brandi Stimpson without reservation.

Jefferson County Joint School District #251

Applicant Name: Heather Cooper

Content & Grade Range: School Counselor K-12

Degree: BS, Psychology, 8/2004

Declared Emergency: September 9, 2020 Jefferson County Joint School District Board of Trustees declared an emergency exists for the 2020-21 school year.

Summary of Recruitment Efforts: There were 10 applicants with Master's Degrees and two interviews. Most of the applicant only wanted a full-time position when called to interview. The position was filled with a different applicant who then resigned from filling the position right before school started. Heather was hired due to being a good fit for the alternative school, being willing to get certified in school counseling and wanting a part-time position.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Jefferson County Joint School District's request for Heather Cooper without reservation.

Jefferson County Joint School District #251

Applicant Name: Kelsi Sidwell

Content & Grade Range: Speech-Language Pathologist

Degree: BS, Communication Disorders and Deaf Education, 4/2020

Declared Emergency: August 12, 2020 Jefferson County Joint School District Board of Trustees declared an emergency exists for the 2020-21 school year.

Summary of Recruitment Efforts: There was one applicant and one interview. Ms. Sidwell was the only candidate that was considered for this position as she was the only applicant at the time. She is currently working under the license of another certificated speech-language pathologist. She has applied to two different Master's programs, but was rejected by both at this time due to various reasons. The district kept these positions open most of the year and actively recruited, but still have difficulty filling them. The rural nature of the district also contributes to the lack of candidates, especially qualified ones.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Jefferson County Joint School District's request for Kelsi Sidwell without reservation.

Jerome Joint School District #261

Applicant Name: Jared Soreson

Content & Grade Range: Career Technical Education – Technology Education

and Career Technical Education – Business Technology Education

Degree: BS, Organizational Management, 5/2013

Declared Emergency: August 7, 2020 Jerome Joint School District Board of Trustees declared an emergency exists for the 2020-21 school year.

Summary of Recruitment Efforts: There were two applicants and one interview. The position became available in June 2020, leaving only two months to fill a position that requires technical graphics and photography skills along with knowledge of teaching and classroom management. Of the two applicants, one had already secured a position. Mr. Sorenson was hired, as he has knowledge of photography and has taught in a classroom for several years, but lacks proper certification and endorsement. He intends to teach Career Technical Business courses next year, as there is an opening in the district for that hard to fill position and his education plan was established for that endorsement.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Jerome Joint School District's request for Jared Sorenson without reservation.

Joint School District (West Ada) #2

Applicant Name: Brittany Streicher

Content & Grade Range: Speech-Language Pathologist

Degree: BS, Speech and Hearing Science, 5/2014

Declared Emergency: September 22, 2020 Joint School District Board of Trustees declared an emergency exists for the 2020-21 school year.

Summary of Recruitment Efforts: There were nine other applicants for speech-language pathologist (SLP) positions. Four were hired in district, four were hired elsewhere and one declined the position. Brittany has preparation to work as an SLP because, in addition to her degree in Speech & Hearing Science, she has worked one year as an SLP-Assistant in the West Ada School District. Brittany's goal is to obtain admission into an SLP preparation program in order to earn her Master's in Speech-Language Pathology.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Joint School District's request for Brittany Streicher without reservation.

Kimberly School District #414

Applicant Name: Jennifer Torgesen **Content & Grade Range:** English 6-12

Certified: Social Studies 6/2012

Declared Emergency: July 22, 2020 Kimberly School District Board of Trustees

declared an emergency exists for the 2020-21 school year.

Summary of Recruitment Efforts: Jennifer was assigned to teach Debate by the former Principal. A new Principal was hired this year and told Jennifer this is the last year she has to teach Debate. Next year he will find a replacement for her as her personal life with a small disabled child does not allow her the time needed to commit to Debate outside of school hours. Since she was assigned this position for the year, however, since the new Principal informed Jennifer she does have to continue teaching Debate she does not intend to complete certification requirements for English which would certify her for this position. The district chose to change the application to a Provisional Certificate request to get through this year with the intention of hiring a certified Debate teacher for next year.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Kimberly School District's request for Jennifer Torgesen without reservation.

Lake Pend Oreille School District #84

Applicant Name: Michelle Adams

Content & Grade Range: All Subjects K-8

Degree: 67.79 credits

Declared Emergency: October 27, 2020 Lake Pend Oreille School District Board

of Trustees declared an emergency exists for the 2020-21 school year.

Summary of Recruitment Efforts: There were three applicants and two interviews. The only qualified applicant accepted and had to rescind her acceptance for personal reasons.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Lake Pend Oreille School District's request for Michelle Adams without reservation.

<u>Lakeland Joint School District #272</u>

Applicant Name: Scott Siebert

Content & Grade Range: All Subjects K-8

Certified: Physical Education K-12 and Health K-12

Declared Emergency: September 8, 2020 Lakeland Joint School District Board

of Trustees declared an emergency exists for the 2020-21 school year.

Summary of Recruitment Efforts: There were no applicants nor interviews. In the middle of August the school had a veteran teacher vacate their contract due to COVID. The school could no longer provide Physical Education in which Scott Siebert taught. Because of the late opening and that Mr. Seibert had a renewable contract, they moved him into that position. There is a possibility he will seek a K-8 endorsement.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Lakeland Joint School District's request for Scott Siebert without reservation.

Minidoka County Joint School District #331

Applicant Name: Emily Armstrong

Content & Grade Range: All Subjects K-8

Degree: 48 credits

Declared Emergency: August 17, 2020 Minidoka County Joint School District Board of Trustees declared an emergency exists for the 2020-21 school year. **Summary of Recruitment Efforts:** There were four applicants and four interviews. Emily is working on her teaching degree through Western Governor's

University. She is expected to receive her BA this spring.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Minidoka County Joint School District's request for Emily Armstrong without reservation.

Minidoka County Joint School District #331

Applicant Name: Justin Burch

Content & Grade Range: Physical Science 5-9

Degree: BS, Exercise Physiology, 7/2019

Declared Emergency: October 19, 2020 Minidoka County Joint School District Board of Trustees declared an emergency exists for the 2020-21 school year.

Summary of Recruitment Efforts: There were two applicants and one interview. The previous teacher turned in his resignation September 19, 2020 and that was also his last day of work. The position was posted that day and stayed open until September 24, 2020. Justin is planning on taking ABCTE to gain his certification with a Physical Science endorsement. He will be graduating with his Master's in Mental Health and Wellness this winter.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Minidoka County Joint School District's request for Justin Burch without reservation.

Minidoka County Joint School District #331

Applicant Name: Taylor Gee

Content & Grade Range: All Subjects K-8

Degree: AA, Education – Early Childhood, 12/2018

Declared Emergency: May 18, 2020 Minidoka County Joint School District Board

of Trustees declared an emergency exists for the 2020-21 school year.

Summary of Recruitment Efforts: There were 16 applicants and four interviews for three positions. Only three applicants were certified. Of the three certified, two had bad references and one did not return phone calls for an interview. All other applicants were scored on the rubric for interviews after references were called (most applicants did not respond for the interview process). The top three were offered positions after interviews. Taylor is now enrolled in the Boise State

University program and will obtain her BA in the spring 2021 and her MA in spring 2022.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Minidoka County Joint School District's request for Taylor Gee without reservation.

Moscow School District #281

Applicant Name: Kathy Baxter

Content & Grade Range: Economics 6-12

Degree: English 6-12, American Government/Political Science 6-12 and History

6-12

Declared Emergency: October 28, 2020 Moscow School District Board of Trustees declared an emergency exists for the 2020-21 school year.

Summary of Recruitment Efforts: There were six out-of-district applicants and one in district applicant and one interview. Ms. Baxter teaches Language Arts, History, Government and Economics at Paradise Creek Regional High School (alternative high school). Ms. Baxter is not currently certified to teach Economics. She took the Praxis exam for Economics in June 2020 and missed the passing score by one point. An Economics course is scheduled at PCRHS during second semester, 2021. The District is requesting the Emergency Provisional certificate as a safeguard in the event Ms. Baxter does not pass the Praxis when she takes it when it offered during the 2020-21 school year.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Moscow School District's request for Kathy Baxter without reservation.

Mountain View School District #244

Applicant Name: Katrena Hauger

Content & Grade Range: Social Studies 6-12

Degree: Physical Education K-12 and Health K-12

Declared Emergency: September 21, 2020 Mountain View School District Board

of Trustees declared an emergency exists for the 2020-21 school year.

Summary of Recruitment Efforts: There were no applicants nor interviews. This position was not advertised due to it only being for certain periods of the day. Ms. Hauger was the only teacher available to teach this particular period of the day.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Mountain View School District's request for Katrena Hauger without reservation.

Mountain View School District #244

Applicant Name: Kolby Krieger

Content & Grade Range: Mathematics 6-12

Certified: All Subjects K-8

Declared Emergency: September 21, 2020 Mountain View School District Board

of Trustees declared an emergency exists for the 2020-21 school year.

Summary of Recruitment Efforts: There were two applicants and two interviews. The school district hired a K-8 teacher because that is an easier position to fill. This teacher took over Mr. Krieger's K-8 classes so he could fill in the secondary math position, which led to him applying for this application.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Mountain View School District's request for Kolby Krieger without reservation.

Mountain View School District #244

Applicant Name: Kaleigh Poxleitner Content & Grade Range: Health 5-9

Certified: English 6-12

Declared Emergency: September 21, 2020 Mountain View School District Board

of Trustees declared an emergency exists for the 2020-21 school year.

Summary of Recruitment Efforts: There were no applicants nor interviews. This position was not advertised due to it only being periods of the day. Ms. Poxleitner was the only teacher available to teach this particular period of the day.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Mountain View School District's request for Kaleigh Poxleitner without reservation.

Nampa School District #131

Applicant Name: Jason DeBie

Content & Grade Range: Mathematics 6-12

Certified: Social Studies 6-12 and Physical Education K-12

Declared Emergency: August 31, 2020 Nampa School District Board of Trustees

declared an emergency exists for the 2020-21 school year.

Summary of Recruitment Efforts: The Nampa School District has experienced a decrease in student enrollment for the 2020-21 school year. The District has made every effort to maintain their current teaching staff. In order to do this and to provide for the needs of the students, the school asked Mr. DeBie to teach two sections of Personal Finance since there were no teachers with a math and business endorsement and the school had over 100 students signed up for the class already in the master schedule. The school did not post this position or seek to hire an external candidate since this is only for two periods of instruction.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Nampa School District's request for Jason DeBie without reservation.

Oneida School District #351

Applicant Name: Janey Bredwick

Content & Grade Range: All Subjects K-8

Degree: BS, Human Services/Management, 10/2012

Declared Emergency: August 15, 2020 Oneida School District Board of Trustees

declared an emergency exists for the 2020-21 school year.

Summary of Recruitment Efforts: There were 100 applicants and 100 interviews. Due to the growth of the virtual school from COVID-19, more teachers were needed. Janey is enrolled in ABCTE, but did not qualify on the Board approved mastery assessment.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Oneida School District's request for Janey Bredwick without reservation.

Oneida School District #351

Applicant Name: Marley Bunnell

Content & Grade Range: All Subjects K-8 **Degree:** BS, Elementary Education, 4/2011

Declared Emergency: December 19, 2020 Oneida School District Board of

Trustees declared an emergency exists for the 2020-21 school year.

Summary of Recruitment Efforts: There were 150 applicants and 150 interviews. While waiting for Marley to receive her plan from BYU-I, she resigned for personal family reasons.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Oneida School District's request for Marley Bunnell without reservation.

Oneida School District #351

Applicant Name: Holly Carlson

Content & Grade Range: All Subjects K-8

Degree: AA, General Studies – Physics and Math Science, 6/1999

Declared Emergency: October 20, 2020 Oneida School District Board of Trustees

declared an emergency exists for the 2020-21 school year.

Summary of Recruitment Efforts: There were four applicants and four interviews. Due to the growth of the virtual school from COVID-19, the school district needed more teachers. To fill in the rest of the vacancies, the school district had to use alternate routes to help teachers with bachelor's degrees receive certification. This teacher has been assigned an experienced online teacher as her mentor. The school will support her needs to be successful.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Oneida School District's request for Holly Carlson without reservation.

Oneida School District #351

Applicant Name: Shauna Haderlie

Content & Grade Range: All Subjects K-8

Degree: BS, Recreation Management/Youth Leadership, 12/2009

Declared Emergency: September 15, 2020 Oneida School District Board of

Trustees declared an emergency exists for the 2020-21 school year.

Summary of Recruitment Efforts: There were 100 applicants and 100 interviews. Due to the growth of the virtual school from COVID-19, the school district needed

more teachers. Shauna is enrolled in ABCTE, but did not qualify on the Board approved mastery assessment.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Oneida School District's request for Shauna Haderlie without reservation.

Oneida School District #351

Applicant Name: Katrina Laird

Content & Grade Range: All Subjects K-8 Degree: BS, Clothing and Textiles, 8/1996

Declared Emergency: September 15, 2020 Oneida School District Board of

Trustees declared an emergency exists for the 2020-21 school year.

Summary of Recruitment Efforts: There were 100 applicants and 100 interviews. Due to the growth of the virtual school from COVID-19, the school district needed more teachers. Katrina is enrolled in ABCTE, but did not qualify on the Board approved mastery assessment.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Oneida School District's request for Katrina Laird without reservation.

Oneida School District #351

Applicant Name: Mirta Meeks

Content & Grade Range: All Subjects K-8 Degree: BA, University Studies, 7/2014

Declared Emergency: October 20, 2020 Oneida School District Board of Trustees

declared an emergency exists for the 2020-21 school year.

Summary of Recruitment Efforts: There were 100 applicants and 100 interviews. Due to the growth of the virtual school from COVID-19, the school district is in need of more teachers. Mirta is enrolled in ABCTE, but did not qualify on the Board approved mastery assessment.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Oneida School District's request for Mirta Meeks without reservation.

Oneida School District #351

Applicant Name: Melanie Neal

Content & Grade Range: All Subjects K-8

Degree: BA, Visual Arts, 8/1996

Declared Emergency: August 18, 2020 Oneida School District Board of Trustees

declared an emergency exists for the 2020-21 school year.

Summary of Recruitment Efforts: There were 100 applicants and 100 interviews. Due to the growth of the virtual school from COVID-19, the school district is in need of more teachers. Melanie is enrolled in ABCTE, but did not qualify on the Board approved mastery assessment.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Oneida School District's request for Melanie Neal without reservation.

Oneida School District #351
Applicant Name: Edward Perry

Content & Grade Range: History 6-12

Degree: BA, Recreation Sport Management, 5/2011

Declared Emergency: October 20, 2020 Oneida School District Board of Trustees

declared an emergency exists for the 2020-21 school year.

Summary of Recruitment Efforts: There were 100 applicants and 100 interviews. Due to the growth of the virtual school from COVID-19, the school district is in need of more teachers. To fill in the rest of vacancies, the school had to use the alternate routes to help teacher with bachelor's degrees receive certification. This teacher has been assigned an experienced online teacher as her mentor. The school will support his needs to be successful. He is enrolled in ABCTE for History, but was unable to pass the Board approved mastery assessment.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Oneida School District's request for Edward Perry without reservation.

Oneida School District #351

Applicant Name: Jennifer Sasser

Content & Grade Range: All Subjects K-8 Degree: BS, Recreational Leadership, 12/2005

Declared Emergency: October 20, 2020 Oneida School District Board of Trustees

declared an emergency exists for the 2020-21 school year.

Summary of Recruitment Efforts: There were 100 applicants and 100 interviews. Due to the growth of the virtual school from COVID, the school district is in need of numerous teachers for 2020-21 school year. To fill in the rest of vacancies, the district had to use alternate routes to help teachers with bachelor's degrees receive certification. This teacher has been assigned an experience online teacher as her mentor. We will support her needs to be successful.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Oneida School District's request for Jennifer Sasser without reservation.

Payette River Regional Technical Academy #794

Applicant Name: Eileen Bromgard

Content & Grade Range: Career Teacher Education – Family and Consumer

Science 6-12

Degree: BS, Health and Human Science - FCS, 7/2019

Declared Emergency: November 10, 2020 Payette River Regional Technical Academy Board of Trustees declared an emergency exists for the 2020-21 school year.

Summary of Recruitment Efforts: Eileen was on an Alternative Authorization - Content Specialist for 2015-16, 2016-17, 2017-18 and 2018-19 with a Provisional in 2019-20. In 2015-16, she was unsure of what program to do. 2016-17 she was not accepted into the cohort at the University of Idaho. She took the Praxis November 2, meeting her last requirement. This has been a very trying time to get everything done while teaching students face-to-face, remotely and in hybrid fashion. Reviewed by Kristi Enger prior to review by the Professional Standards Commission.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Payette River Regional Technical Academy's request for Eileen Bromgard without reservation.

Shoshone School District #312

Applicant Name: Laura Russell

Content & Grade Range: All Subjects K-8

Degree: BA, Multidisciplinary Studies – Elementary Education, 6/2012

Declared Emergency: October 14, 2020 Shoshone School District Board of

Trustees declared an emergency exists for the 2020-21 school year.

Summary of Recruitment Efforts: There were four applicants and two interviews. The position became open due to a certified teacher resigning from their full time Math position as of 9/25/20.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Shoshone School District's request for Laura Russell without reservation.

Syringa Mountain School #488

Applicant Name: Crystal Oliphant

Content & Grade Range: All Subjects K-8

Degree: AA, Library and Information Science, 5/2018 and AA, Education, 12/2019 **Declared Emergency:** August 19, 2020 Syringa Mountain School Board of Trustees declared an emergency exists for the 2020-21 school year.

Summary of Recruitment Efforts: There were two applicants and two interviews. The other applicant was not sure she would stay living in Wood River due to cost. She had no Waldorf experience or classroom experience. Crystal had been a para in our building for years and knew Kindergarten. The kindergarten teacher did not sign the 2020-21 contract due to COVID.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Syringa Mountain School's request for Crystal Oliphant without reservation.

Thomas Jefferson Charter School, Inc. #559

Applicant Name: Megan Ramirez

Content & Grade Range: All Subjects K-8 Degree: BS, Health Science, 5/2018

Declared Emergency: August 11, 2020 Thomas Jefferson Charter School Board

of Trustees declared an emergency exists for the 2020-21 school year.

Summary of Recruitment Efforts: There were three applicants and no interviews. The current teacher, who was under contract, gave retirement notice on Wednesday, August 5th because of fears associated with teaching during the COVID pandemic. TJCS had less than two weeks to fill the position; the first day of school was August 19th.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Thomas Jefferson Charter School's request for Megan Ramirez without reservation.

Treasure Valley Classical Academy #532

Applicant Name: Clinton Condra

Content & Grade Range: All Subjects K-8

Degree: BA, Music, 8/2007

Declared Emergency: July 16, 2020 Treasure Valley Classical Academy Board

of Trustees declared an emergency exists for the 2020-21 school year.

Summary of Recruitment Efforts: There were two applicants, but both withdrew. In January 2020, the vacancy was posted for two sections of seventh graders on the school's website and on the website of the American Classical League. Latin is an indispensable part of TVCA's classical academic curriculum. Next school year and in all subsequent school years, TVCA will have need of a full-time Latin teacher, and the school is confident that they can attract a well-qualified person for that position. This school year, however, an emergency exists, and the school therefore endorses this application on behalf of the assistant principal, Dr. Clinton Condra. Dr. Condra has a sound undergraduate and graduate education in the liberal arts, taught upper school students in the humane letters program at Great Hearts Academy, and is well qualified to handle this one-year contingency.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Treasure Valley Classical Academy's request for Clinton Condra without reservation.

Twin Falls School District #411

Applicant Name: Daniel Crook

Content & Grade Range: Mathematics 6-12

Degree: BA, Manufacturing Engineering Tech, 6/1987

Declared Emergency: October 28, 2020 Twin Falls School District Board of

Trustees declared an emergency exists for the 2020-21 school year.

Summary of Recruitment Efforts: There was one applicant and one interview. Our district suffered a devastating loss. On September 26, 2020, the principal at Twin Falls High School unexpectedly passed away. The school district had to do some in building movements and reassign one of the current vice-principal as the interim principal for the remainder of the 2020-21 school year. This resulted in moving a current teacher/administrator into the current full-time administrator position. The school districted needed someone to take over her 1/2 math teaching position. The school has an outstanding substitute teacher that has been in the district for 13 years and is willing to finish out the year as half-time math teacher.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Twin Falls School District's request for Daniel Crook without reservation.

Twin Falls School District #411

Applicant Name: Margie Huffaker

Content & Grade Range: Career Technical Education – Family and Consumer

Science 6-12

Degree: AA, Occupational Studies in Medical Specialties, 5/2012

Declared Emergency: October 12, 2020 Twin Falls School District Board of

Trustees declared an emergency exists for the 2020-21 school year.

Summary of Recruitment Efforts: There were 10 applicants and four interviews for three positions. The school had offered the position to an applicant on August 5, 2020. She accepted and then called on August 10 to back out of the job offer. School was scheduled to start on August 19 and still didn't have a certified candidate. On August 17, the school offered the position to this applicant as school was starting in two days.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Twin Falls School District's request for Margie Huffaker without reservation.

Wendell School District #232

Applicant Name: Joseph Swainston

Content & Grade Range: All Subjects K-8

Degree: AA, Education, 5/2019

Declared Emergency: June, 2020 Wendell School District Board of Trustees

declared an emergency exists for the 2020-21 school year.

Summary of Recruitment Efforts: There were three applicants and three interviews. The school needed a Math teacher at the middle school. Joseph was the most qualified candidate.

PSC Review: The Professional Standards Commission Authorizations Committee met November 19, 2020. The committee recommends Wendell School District's request for Joseph Swainston without reservation.

IMPACT

If an emergency provisional certificate is not approved, the school district will have no certificated staff to serve in the position and funding could be impacted.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-1201, Idaho Code, "every person who is employed to serve in any elementary or secondary school in the capacity of teacher, supervisor, administrator, education specialist, school nurse or school librarian shall be required to have and to hold a certificate issued under the authority of the State Board of Education...." Section 33-1203, Idaho Code, prohibits the Board from authorizing standard certificates to individuals who have less than four (4) years accredited college training; except in "emergencies, which must be declared, the

state board may authorize the issuance of provisional certificates based on not less than two (2) years of college training."

Section 33-512(15), Idaho Code, defines substitute teachers as "as any individual who temporarily replaces a certificated classroom educator...." Neither Idaho Code, nor administrative rule, limits the amount of time a substitute teacher may be employed to cover a classroom. In some cases, school districts use a long-term substitute prior to requesting provisional certification for the individual. In some cases, the individual that the school district is requesting emergency certification for has been in the classroom as a long-term substitute for the entire term. Salary Based Apportionment is calculated based on school district employee certification. A school district or charter school receives a lesser apportionment for non-certificated/classified staff than it receives for certificated staff. Substitute teachers are calculated at the lesser-classified staff rate.

BOARD ACTION

I move to accept the recommendation of the Professional Standards Commission to issue one-year emergency provisional certificates for Breanna Luker, Emily Abercrombie, Karen Antram, Mitzi Cannon, Chris Lewis, Austin Sparks, Kayla Martens, Elizabeth Racer, Kaylee Green, Zuri Meehan, Kayle Niska, Zachary Strong, Keith Davis, James DeVries, Marie Midgley, Ashley Bedke, Jessica Whaley, Thomas Crozier, Amy Kirschner, Brandi Stimpson, Heather Cooper, Kelsi Sidwell, Jared Sorenson, Brittany Streicher, Jennifer Torgesen, Michelle Adams, Emily Armstrong, Justin Burch, Taylor Gee, Kathy Baxter, Katrena Hauger, Kolby Krieger, Kaleigh Poxleitner, Jason DeBie, Janey Bredwick, Marley Bunnell, Holly Carlson, Shauna Haderlie, Katrina Laird, Mirta Meeks, Melanie Neal, Edward Perry, Jennifer Sasser, Eileen Bromgard, Laura Russell, Crystal Oliphant, Megan Ramirez, Clinton Condra, Daniel Cook, Margie Huffaker and Joseph Swainston to teach the content area and grade ranges at the specified school districts or charter schools as provided herein for the 2020-21 school year.

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Moved by	Seconded by	Carried Ye	es No	

PROFESSIONAL STANDARDS COMMISSON

SUBJECT

Northwest Nazarene University, New Program Proposal: Master in Education, Exceptional Child

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-114, 33-1254, and 33-1258, Idaho Code Idaho Administrative Code, IDAPA 08.02.02, Section 100 - Official Vehicle for the Approval of Teacher Preparation Programs

BACKGROUND/DISCUSSION

During the November meeting of the Professional Standards Commission (PSC), the Standards Committee of the PSC conducted a new program approval desk review of the Master of Education, Exceptional Child program proposed by Northwest Nazarene University (NNU). Through review of the proposal, the Standards Committee gained a clear understanding that the Idaho Standards for Initial Certification of Professional School Personnel will be met through the proposed program, which will result in an Exceptional Child Generalist endorsement. The Standards Committee commends NNU for their thorough and thoughtful proposal.

On November 20, 2020, the full PSC voted to recommend NNU's proposed Master of Education, Exceptional Child to the State Board of Education for conditional approval. With this conditionally approved status, NNU may admit candidates to the Master of Education, Exceptional Child program. This new program will be revisited after the NNU educator preparation program review scheduled to occur in 2022.

IMPACT

This new program will enable NNU to prepare educators who seek to attain a Master of Education, Exceptional Child, for certification.

ATTACHMENTS

Attachment 1 – New Program Proposal - Master of Education, Exceptional Child

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-114, Idaho Code, the review and approval of all teacher preparation programs in the state is vested in the State Board of Education. The program reviews are conducted for the Board through the PSC. Recommendations are then brought forward to the Board for consideration. The review process is designed to ensure the programs meet the Board-approved standards for Initial Certification of Professional School Personnel (Certification Standards) for the applicable program areas. Certification Standards are designed to ensure that educators are prepared to teach the state content standards for their

applicable subject areas and are up-to-date on best practices in various teaching methodologies.

Current practice is for the Commission to review new programs and make recommendations to the Board regarding program approval. New program reviews are conducted through a "Desk Review" and do not include an on-site review. The Commission review process evaluates whether or not the programs meet or will meet the approved Certification Standards for the applicable certificate and endorsement area. The Commission may recommend to the Board that a program be "Approved," "Not Approved," or "Conditionally Approved." Programs conditionally approved are required to have a subsequent focus visit. The focus visit is scheduled three years following the conditional approval, at which time the Commission forwards a new recommendation to the Board regarding approval status of the program.

Once approved by the Board, candidates completing these programs will be able to apply for a Standard Instructional Certificate with an endorsement in the area of study completed.

BOARD ACTION

I move to accept the recommendation of the Professional Standards Commission to conditionally approve Northwest Nazarene University's Master of Education, Exceptional Child program as an approved educator preparation program for certification purposes.

Moved by Seconded by Carried Yes No	
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NEW/REVISED PROGRAM FOR EDUCATOR CERTIFICATION: REQUEST FORM

Name of Institution	Northwest Nazarene University	Date of Submission	
New Program Name	Exceptional Child	Certification/Endorsement	Exceptional Child Generalists
All new educator preparation programs from public institutions require		Is this a request from an Idaho public in If yes, on what date was the Proposal F Education? Click or tap to enter a date.	orm submitted to the State Board of

Section I: Please document how the program will cover the knowledge and performance standards outlined in the <u>Idaho Standards for Initial Certification of Professional School Personnel</u>. Pupil Personal Preparation programs will only need to address content specific standards.

Directions: The table below includes the name of each standard. Complete the table by adding the specific knowledge and performance enhancement standards that are applicable to the new program. Please be as detailed as possible regarding how the new program aligns with current standards. Do not link to outside documents or websites. If you wish to include supporting documents, please condense into one document with a clear title and explanation of how the information supports the request. This request form must be submitted at least two weeks before the next scheduled Professional Standards Commission (PSC) meeting (schedule can be found on the <u>PSC webpage</u>). Request forms missing dated signatures will not be considered. Pupil Personal Preparation programs will need to revise the standards to address the content specific standards. Standards can be found in the <u>Idaho Standards for Initial</u> Certification of Professional School Personnel.

Standards	Enhancement Standards Knowledge & Performance	Coursework
		The Northwest Nazarene University Exceptional Child Program is built on the Idaho standards for Exceptional Child Generalist, the Standards for the Council for Exceptional Children and the InTASC standards. The IDAHO Exceptional Child Standards are addressed through a sequence of INTRODUCE- DEVELOP and MASTERY. A standard is first INTRODUCED in an identified course. Instructors intentionally present content preparing the candidates for future courses, and formative assessments are given but no key assessments. A standard is then DEVELOPED in an identified course. During this course there is significant content devoted to the standard and a key assessment which is tracked and used for program development within the program Assessment Plan. Finally, the standard is then MASTERED in the INTERNSHIP and ASSESSED during the PORTFOLIO. An application and performance of the Standard is met and documented prior to credentialing the candidate. The chart below will identify the Introduce/Develop and Mastery courses for each Standard and then describe the Key Assessment. The Knowledge and Performance standards are addressed and the Introduce/Develop and Mastery courses are identified for each of those as well.

Standards	Enhancement Standards Knowledge & Performance	Coursework
Standard	Standard 1: Learner Development and Individual Learning Differences - The teacher understands how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.	Standard 1 is Introduced during the EDUC 7538 Methods of Behavior course, it is then Developed in the 7548 IEP and Transition Plans course. For Standard #1 the Key Assessment is the Virtual IEP Meeting. This is a collaborative group project which will be held over Google Meet. Candidates will assume a role as a member of a multidisciplinary IEP team involved in the development of an IEP. Using the Idaho state forms, and a case study given by the instructor, they will participate in an IEP meeting. Instructor will assume the role of the parent to observe collaboration, professionalism and understanding of the process. Finally, the standard is measured at mastery during our 7596 Internship through the Portfolio due to the application nature of the expectation for the standard. The rubric along is attached following the curriculum map under the standards map.
	1(a) language, culture and family 1(b) development and individual differences	Intro: 7538 Methods of Behavior- Develop: 7510 Trauma and Mental Health Mastery: 7596 Internship Intro: 7586 Assessment and Collaboration Develop: 7548 Methods and Adaptation Mastery: 7596 Internship
	1(c) exceptionalities interacted w/learning	Intro: 7540 Reading Intervention Develop: 7548 Methods and Adaptation Mastery: 7596 Internship
	1(d) modifies environment	Intro: 7538 Behavior and PBIS Develop: 7510 Trauma and Mental Health Mastery: 7596 Internship Intro: 7549 IEP and Transition
	1(e) background influences ability	Develop: 7510 Trauma and Mental Health Mastery: 7596 Internship
Standard 2	Standard 2: Learning Environments - The teacher creates safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.	Standard 2 is Introduced during the EDUC 7510 Trauma and Mental Health course, it is then Developed in the 7538 Methods of Behavior course. For Standard #2 the Key Assessment is a Classroom Management, in which a candidate designs their ideal special education classroom (age level, subject area, student make-up). The plan will describe in detail how candidate will address the classroom management needs for the majority of their students as described through a Positive Behavior Support structure. Create a map of the classroom using technology mapping. Assume autonomy to make all classroom management decisions. Addresses interventions that will be used for students with diverse behavioral challenges. Plan must show accommodations for the individual needs of students so that the diverse learner will have full inclusion in the classroom. Finally, the standard is measured at mastery during our 7596 Internship through the Portfolio due to the application nature of the expectation for the standard. The rubric along is attached following the curriculum map under the standards map.

Standards	Enhancement Standards Knowledge & Performance	Coursework
	2(a) laws of behavior management	Intro: 7538 Behavior and PBIS Develop: 7576 Special Ed Law Mastery: 7596 Internship
	2(b) colleague collaboration	Intro: 7538 Behavior and PBIS Develop: 7586 Assessment and Collaboration Mastery: 7596 Internship
	2(c) interventions to adapt to environments	Intro: 7538 Behavior and PBIS Develop: 7510 Trauma and Mental Health Mastery 7596 Internship Intro: 7538 Behavior and PBIS
	2(d) intervene safely in crisis	Develop: 7510 Trauma and Mental Health Mastery: 7596: Internship Intro: 7538 Behavior and PBIS
	2 (e) culturally responsive	Develop: 7510 Trauma and Mental Health Mastery: 7596: Internship Intro: 7538 Behavior and PBIS
	2(f) modify environment	Develop: 7510 Trauma and Mental Health Mastery: 7596: Internship Intro: 7538 Behavior and PBIS
	2(g) independence and self-advocacy	Develop: 7510 Trauma and Mental Health Mastery: 7596: Internship Intro: 7538 Behavior and PBIS
	2 (h) Crisis	Develop: 7510 Trauma and Mental Health Mastery: 7596: Internship
Standard 3	Standard 3: Curricular Content Knowledge - The teacher uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	Standard 3 is Introduced during the EDUC 7548 Methods and Adaptions course, it is then Developed in the EDUC 7540 Research, Theory, and Intervention of Reaching Difficulties. For Standard #3 the Key Assessment is a Reading Intervention Project, during the 10 hours of classroom field experience candidates will work one-on-one with an individual student who has reading deficits. First, perform a running record using a given passage. Analyze their reading skills and design interventions appropriate to the pupil. Keep sufficient ongoing data for tailoring student learning experiences. An in-class professional dialogue provides your avenue to discuss the experience with colleagues.1. The description of the student's reading error patterns 2. Relevant data that was collected over more than two sessions 3. How you allowed data to inform instruction/intervention 4. Active and professional participation in class dialogue/reporting passage. Analyze their reading skills and design interventions appropriate to the pupil. Keep sufficient ongoing data for tailoring student learning experiences. An in-class professional dialogue provides your avenue to discuss the experience with colleagues.1. The description of the student's reading error patterns 2. Relevant data that was collected over more than two sessions 3. How you allowed data to inform instruction/intervention 4. Active and professional participation in class dialogue/reporting. Finally, the standard is measured at mastery during our 7596 Internship through the Portfolio due to the application nature of the expectation for the standard. The rubric along is attached following the curriculum map under the standards map.

Standards	Enhancement Standards Knowledge & Performance	Coursework
	3(a) understand content area	Intro: 7540 Reading Intervention Develop: 7548 Methods and Adaptions Mastery: 7596 Internship
	3(b) individualized learning	Intro: 7540 Reading Intervention Develop: 7548 Methods and Adaptions Mastery: 7596 Internship Intro: 7540 Math Intervention
	3(c)modify curricula	Develop: 7548 Methods and Adaptions Mastery: 7596 Internship Intro: 7540 Math Intervention
	3(d) solid base of understanding	Develop: 7548 Methods and Adaptions Mastery: 7596 Internship Intro: 7586 Assessment and Collaboration
	3(e) collaborates and co-teaching	Develop: 7548 Methods and Adaptions Mastery: 7596 Internship Intro: 7540 Reading Intervention Develop: 7548 Methods and Adaptions
	3(f) specialized curricula	Mastery: 7596 Internship
Standard 4	Standard 4: Assessment - The teacher uses multiple methods of assessment and datasources in making educational decisions	Standard 4 is Introduced during the EDUC 7568 Math Intervention course, it is then developed in the EDUC 7586 Assessment and Collaboration course. For Standard #4 the Key Assessment is a Data Driven Decision Assessment Project in which the Candidate will be given specific assessment scores/data on a case study student if they do not have one in their classroom experience with the ultimate goal of determining an appropriate individual programing and will make instructional decision based on the assessment data. Students will complete the Idaho IEP form (eligibility determination section) explaining the assessment data and instructional plan. Finally, the standard is measured at mastery during our 7596 Internship through the Portfolio due to the application nature of the expectation for the standard. The rubric along is attached following the curriculum map under the standards map.
	4(a) assessment minimize bias	Intro: 7576 Special Ed Law Develop: 7586 Assessment and Collaboration Mastery: 7596 Internship Intro: 7568 Math Intervention Develop: 7586 Assessment and Collaboration
	4(b) interpret assessment 4(c) multiple types of assessments	Mastery: 7596 Internship Intro: 7568 Math Intervention Develop: 7586 Assessment and Collaboration

Standards	Enhancement Standards Knowledge & Performance	Coursework
		Mastery: 7596 Internship
		Intro: 7568 Math Intervention
		Develop: 7586 Assessment and Collaboration
	4(d) Feedback	Mastery: 7596 Internship
		Intro: 7548 Methods and Adaptions
		Develop: 7586 Assessment and Collaboration
	4(e) Assessment informs adaptations	Mastery: 7596 Internship
		Intro: 7586 Assessment and Collaboration
	1(f) A Tl	Develop: 7573: Technology: Exceptional Child
	4(f) Assessment Technology	Mastery: 7596 Internship Intro: 7549 IEP and Transition
		Develop: 7586 Assessment and Collaboration
	4(g) Legal policies of assessments	Mastery: 7596 Internship
	+(g) Legal policies of assessments	Intro: 7540 Reading Intervention
		Develop: 7586 Assessment and Collaboration
	4(h) Progress monitoring	Mastery: 7596 Internship
	+(ii) 110gress momenting	Intro: 7549 IEP and Transition
		Develop: 7586 Assessment and Collaboration
	4(i) background information	Mastery: 7596 Internship
	(4)	Intro: 7549 IEP and Transition
		Develop: 7586 Assessment and Collaboration
	4(j) individualize learning experiences	Mastery: 7596 Internship
		Intro: 7576 Special Ed Law
		Develop: 7586 Assessment and Collaboration
	4(k) assessments to plans	Mastery: 7596 Internship
		Intro: 7549 IEP and Transition
		Develop: 7586 Assessment and Collaboration
	4(1) assessment team member	Mastery: 7596 Internship
Standard 5	Standard 5: Instructional Planning and Strategies – The teacher selects, adapts, and uses a repertoire of evidence-based instructional strategies and interventions to advance learning of individuals with exceptionalities.	Standard 5 is Introduced during the EDUC 7568 Math Intervention course, it is then Developed in the EDUC 7548 Methods and Adaptions course. For Standard #5 the Key Assessment is a Resource Lesson Plan in which candidates will identify Exceptional Learners Background: Teague (see detailed case study) is a first-grade student with a Learning Disability in reading skills. A variety of in-class modifications, accommodations, and interventions had been tried - without much success - since the beginning of the school year. He was referred for a special education evaluation and qualified for services based on the results. Using the provided lesson plan outline, create a RESOURCE Lesson Plan for Teague that addresses a needed reading skill. Teague would typically receive "pull-out" Resource services to address his needs in a direct and individualized setting. Plan the lesson for a 30-minute period. Finally, the standard is measured at mastery during our 7596 Internship through the Portfolio due to the application nature of the expectation for the standard. The rubric along is attached following the curriculum map under the standards map.

	Enhancement Standards Knowledge & Performance	Coursework
Standards	Knowledge & Ferformance	
		Intro: 7540 Reading Intervention
		Develop: 7548 Methods and Adaptions
	5(a) selection of learning experiences	Mastery: 7596 Internship
	5(a) selection of learning experiences	Intro: 7548 Methods and Adaptions
		Develop: 7573 Technology: Exceptional Child
	5(b) technology used to support	Mastery: 7596 Internship
	c(c) seemology asea to support	Intro: 7548 Methods and Adaptions
		Develop: 7573 Technology: Exceptional Child
	5(c) assistive technology	Mastery: 7596 Internship
	c (c) assistive technicios	Intro: 7538 Behavior and PBIS
		Develop: 7548 Methods and Adaptions
	5(d) strategies to enhance skills	Mastery: 7596 Internship
	(1)	Intro: 7549 IEP and Transition
		Develop: 7548 Methods and Adaptions
	5(e) transition plan development	Mastery: 7596 Internship
		Intro: 7540 Reading Intervention
		Develop: 7548 Methods and Adaptions
	5(f) generalization of learning	Mastery: 7596 Internship
		Intro: 7540 Reading Intervention
		Develop: 7548 Methods and Adaptions
	5(g) critical thinking and problem solving	Mastery: 7596 Internship
		Intro: 7540 Reading Intervention
		Develop: 7548 Methods and Adaptions
	5(h) 21st Century skills	Mastery: 7596 Internship
		Intro: 7548 Methods and Adaptions
		Develop: 7573 Technology: Exceptional Child
	5(i) Available technology	Mastery: 7596 Internship
		Intro: 7540 Reading Intervention
		Develop: 7548 Methods and Adaptions
	5(j) repertoire of evidence-based strategies	Mastery: 7596 Internship
		Intro: 7568 Math Intervention
		Develop: 7548 Methods and Adaptions
	5(k) explicit instruction	Mastery: 7596 Internship
		Intro: 7568 Math Intervention
		Develop: 7548 Methods and Adaptions
	5(1) teacher matches communication	Mastery: 7596 Internship

Standards	Enhancement Standards Knowledge & Performance	Coursework
		Intro: 7548 Methods and Adaptions
	5(m) UDL and tech for comm	Develop: 7573 Technology: Exceptional Child Mastery: 7596 Internship
	5(iii) ODE and teen for commi	Intro: 7549 IEP and Transition
		Develop: 7576 Special Education Law
	5(n) Transition plans	Mastery: 7596 Internship
Standard 6	Standard 6: Professional Learning and Ethical Practices – The teacher uses foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.	Standard 6 is Introduced during the EDUC 7549 IEP and Transition course, it is then developed in the EDUC 7576 Special Education Law course. For Standard #6 the Key Assessment is a Special Education Law Paper in which the candidate responds to the prompt: "Describe how the historical progression and current laws impact the education of students with disabilities." A response must include a history of the laws dealing with students with disabilities (timeline and summaries) and summary of historic major cases. In addition, current legal issues will be addressed by summarizing major topics (including, but not limited to ESSA and climate of accountability and standardization) and researching one of the topics in depth. The researched topic must include a report on recent legal decisions (must include 3 cases at least one of which is at the appellate or supreme court level) and an explanation of how this impacts professionals and students in special education. Paper must be APA including a Title page, Abstract, APA headings and intext citations using a minimum of 5 quality resources. Finally, the standard is measured at mastery during our 7596 Internship through the Portfolio due to the application nature of the expectation for the standard. The rubric along is attached following the curriculum map under the standards map.
	6(a) Foundational knowledge	Intro: 7549 IEP and Transition Develop: 7548 Methods and Adaptions Mastery: 7596 Internship
		Intro: 7549 IEP and Transition
		Develop: 7548 Methods and Adaptions
	6(b) Culture impacts services	Mastery: 7596 Internship Intro: 7549 IEP and Transition
		Develop: 7548 Methods and Adaptions
	6(c) Teacher lifelong learning	Mastery: 7596 Internship
		Intro: 7549 IEP and Transition
		Develop: 7548 Methods and Adaptions
	6(d) Advocacy and mentoring	Mastery: 7596 Internship
		Intro: 7549 IEP and Transition Develop: 7548 Methods and Adaptions
	6(e) System for Records	Mastery: 7596 Internship
	S(S) System for Records	Intro: 7549 IEP and Transition
		Develop: 7548 Methods and Adaptions
	6(f) Ethical Principles and standards	Mastery: 7596 Internship
		Intro: 7540 Reading Intervention
	6(g) Guidance for support staff	Develop: 7548 Methods and Adaptions

Standards	Enhancement Standards Knowledge & Performance	Coursework
		Mastery: 7596 Internship
	6(h) Teacher Professional Growth	Intro: 7549 IEP and Transition Develop: 7548 Methods and Adaptions Mastery: 7596 Internship Intro: 7549 IEP and Transition
	6(i) Sensitive to diversity & ELL	Develop: 7549 IEP and Transition Develop: 7548 Methods and Adaptions Mastery: 7596 Internship
Standard 7	Standard 7: Collaboration – The teacher will collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.	Standard 7 is Introduced during the EDUC 7549 IEP and Transition course, it is then developed in the EDUC 7510 Trauma and Mental Health course. For Standard #7 the Key Assessment is a Collaborative Behavior Intervention Plan. Candidates use a Data Collection Project and create a Functional Behavior Intervention Plan and Positive Behavior Intervention Plan. Assume a role as the case-manager for a multidisciplinary team using the information collected. FBA and BIP state forms will be used for the final grade. Participate on teams of peers virtually; and be clear how you will collaborate with families in a culturally responsive and respectful manner. Seeing their input as a benefit and asset to the process. Finally, the standard is measured at mastery during our 7596 Internship through the Portfolio due to the application nature of the expectation for the standard. The rubric along is attached following the curriculum map under the standards map.
	7(a) Effective Collaboration 7(b) Collaborative Resources	Intro: 7549 IEP and Transition Develop: 7586 Assessment and Collaboration Mastery: 7596 Internship Intro: 7549 IEP and Transition Develop: 7586 Assessment and Collaboration Mastery: 7596 Internship
	7(c) Collaboration in settings	Intro: 7549 IEP and Transition Develop: 7586 Assessment and Collaboration Mastery: 7596 Internship Intro: 7549 IEP and Transition
	7(d) collaborate for safe environments	Develop: EDUC 7510 Trauma and Mental Health Mastery: 7596 Internship Intro: 7549 IEP and Transition
	7(e) collaborate with Parents	Develop: EDUC 7510 Trauma and Mental Health Mastery: 7596 Internship Intro: 7549 IEP and Transition
	7(f) Community services and networks	Develop: EDUC 7510 Trauma and Mental Health Mastery: 7596 Internship

Standards	Enhancement Standards Knowledge & Performance	Coursework
		Intro: 7549 IEP and Transition
		Develop: EDUC 7510 Trauma and Mental Health
	7(g) Team to uphold laws	Mastery: 7596 Internship
		Intro: 7549 IEP and Transition
		Develop: EDUC 7510 Trauma and Mental Health
	7(h) Collaborates with related service	Mastery: 7596 Internship
		Intro: 7549 IEP and Transition
		Develop: EDUC 7510 Trauma and Mental Health
	7(i) Collaborates with Families	Mastery: 7596 Internship

	Secretary Control	in a commence	Access Communication		and the second	7586 Assessment &			7548 Methods and	and the same of th	7510 Trauma and		Andrew Street
-	Standard	Key Assessment	7508 Orientation	INTRODUCE: Beginning	7538 Methods of Behavi	Collaboration	7540 Reading Difficulties	7568 Math Intervention	Adaptations	7576 Special Ed Law	Mental Health DEVELOP: Beginning	7573 Technology EC	7518 Action Research
				special education							special education		
				professionals							professionals		
				understand how exceptionalities may							understand how except ionalities may		
				interact with							interact with		
				development and							development and		
				learning and use this							learning and use this knowledge to provide		
				knowledge to provide meaningful							meaningful		
U				and challenging learning							and challenging learning		
ш	1. Learner Development			experiences for							experiences for		
U	and Individual Learning Differences			individuals with exceptionalities.							individuals with exceptionalities.		
					INTRODUCE: Beginning						DEVELOP: Beginning		
					special education						special education		
					professionals create						professionals create		
					safe, inclusive, culturally responsive learning						safe, inclusive, culturally responsive learning		
					environments so that						environments so that		
					Individuals with						individuals with		
					exceptionalities become active and effective						exceptionalities become		
					learners and develop						active and effective learners and develop		
					emotional Well being,						emotional Well being,		
					positive social						positive social		
	2. Lesurning Environments				interactions, and self- determination.						Interactions, and self- determination.		
							INTRODUCE: Beginning	INTRODUCE: Beginning	DEVELOP: Beginning				
							special education	special education	special education				
							professionals use	professionals use	professionals use				
							knowledge of general and specialized	knowledge of general and specialized	knowledge of general and specialized				
							curricula to individualize		curricula to individualize				
	3. Curricular Content							learning for individuals					
	Knowledge					DEVELOP: Beginning	with exceptionalities. INTRODUCE: Beginning	with exceptionalities.	with exceptionalities				
						special education	special education	special education					
						professionals use	professionals use	professionals use					
	4. Assessment					multiple methods of assessment	multiple methods of assessment	multiple methods of assessment					
	4. ASSESSIBLE					dapessifient			peticion in annualm				
							special education	INTRODUCE: Beginning special education	special education				
							professionals select,	professionals select,	professionals select				
							adapt, and use a	adapt, and use a	adapt, and use a				
							repertoire of évidence- based instructional	repertoire of evidence- based instructional	repertoire of evidence- based instructional				
							strategies to advance		strategies to advance				
	Instructional Planning and Strategies						learning of individuals with exceptionalities.	learning of individuals with exceptionalities.	learning of individuals with exceptionalities				
	austages			INTRODUCE: Beginning			with exceptionalities.	with exceptionalities.		DEVELOP: Beginning			
				special education						special education			
				professionals use						professionals use			
				foundational knowledge						foundational knowledge	1		
				of the field and their professional ethical						of the field and their professional ethical			
				principles and practice						principles and practice			
				standards to inform						standards to inform			
				special education practice, to engage in						special education practice, to engage in			
	6.Professional Learning			lifelong learning, and to						lifelong learning, and to			
	and Ethical Practice			advance the profession.						advance the profession.			
				INTRODUCE: Beginning special education		DEVELOP: Beginning special education				DEVELOP: Beginning special education			
				professionals		professionals				professionals			1
				collaborate with		collaborate with				collaborate with			
				families, other		families, other				families, other educators, related			
				educators, related service providers,		educators, related service providers,				service providers,			
				individuals with		Individuals with				Individuals With			
				exceptionalities, and		exceptionalities, and				exceptionalities, and			
				personnel from community agencies in		personnel from community agencies in				personnel from community agencies in			
				culturally responsive		culturally responsive				culturally responsive			
				ways to address the		ways to address the				ways to address the			
				needs of individuals with exceptionalities		needs of individuals with exceptionalities				needs of individuals with exceptionalities			
				across a range of		across a range of				across a range of			
	7. Collaboration			learning experiences.		learning experiences.			I .	learning experiences.		i e	

			Develop: The teacher	Introduce: The teacher							
		Key Assessment EL: Virtual EP Meeting: EDUC 7549 EPs and	understands how	understands how exceptionalities may							
		Transition. This is a collaborative	exceptionalities may interact with	interact with							
		group project with will be held									
		over Google Meet. Candidates	development and learning and use this	development and learning and use this							
		will as some a role as a member									
		of a multidisciplinary RP trans involved in the development of	knowledge to provide	knowledge to provide							
		an EP. Uting the Idaho state	meaningful and	meaningful and							
		forms and a case study given by	challenging learning	challenging learning							
		the instructor, they will		experiences for							
		participate in an EP meeting.	Individuals With	individuals with							
	Standard 1: Learner	instructor will assume the role of the parent to observe your	exceptionalities.	exceptional ities.							
	Development and	collaboration orofessionalism		Development and							
	Individual Learning	and understanding of the	Individual Learning	Individual Learning							
IDAHO	Differences -	process.	Differences	Differences							
		Minus present Plan - 7558									
		Methods in the minute		Develop: The teacher						Introduce: The teacher	
		Intervention and Treatment. Describe a Chessy one		creates safe, inclusive;						creates safe, inclusive,	
		Minus waret film deticant for		culturally responsive						culturally responsive	
		conditions Med seach?		learning anvironments						learning environments	
		office flow classes one forger laws.		so that individuals with						so that individuals with	
		subject were, shall not sende-up).		exceptionalities become						exceptionalities become	
		The plan will describe in detail		active and effective						active and effective	
		how could alow II widenss the classroom management areas		learners and develop	l					learners and develop	
		for the amportly of their								emotional well-being,	
		shadeads as described flavough		emotional well-being,							
	e	a Pasifike Schools / Sep part		positive social						positive social	
	Stundord 2: Leoning	structure. Create a susp of the		interactions, and self-						interactions, and self-	
	Eovinoaneals -	chervoor esing technology		determination						determination.	
		Intervention Project- ID IX									
		7540 Secourth, Theory, and Intervention of Breating				Develop: The teacher	Develop: The teacher	Introduce: The teacher			
		Difficulties, Gurlay She 1.0				uses knowledge of	uses knowledge of	uses knowledge of			
		hours of chestroom field					general and specialized				
		esperience consist nões will work					curricula to individualize				
	Standard 3: Carricular	can-ca-car with an infiliant chaired who has results				learning for individuals		learning for individuals			
	Control Knowledge	dakts first performs				with exceptionalities.	with exceptionalities.	with exceptional ities.			
	Canada Anna Anna Anna Anna Anna Anna Anna							WILLIAM CACCUSTOTION CO.			
						INTRODUCE: The	INTRODUCE: The				
					DEVELOP: The teacher	teacher uses multiple	teacher uses multiple				
					uses multiple methods	methods of assessment					
					of assessment and data-		and data-sources in				
	Shumbed 4: Assessment				sources in making	making educational	making educational				
					educational decisions	decisions	decisions				
						INTRODUCE: The	INTRODUCE: The	DEVELOP: The teacher			DEVELOP: The teacher
								selects, adapts, and			selects, adapts, and
						evidence-based	and uses a repertoire of evidence-based	evidence-based			uses a repertoire of evidence-based
						instructional strategies	instructional strategies	instructional strategies			instructional strategies
	Standard 5:					and interventions to	and interventions to	and interventions to			and interventions to
							advance learning of	advance learning of			advance learning of
	Instructional Planning					individuals with	individuals with	Individuals with			individuals with
	and Strategies —					exceptionalities.	exceptionalities.	exceptionalities.			exceptionalities.
			INTRODUCE: The						DEVELOP: The teacher		
			teacher uses						uses foundational		
			foundational knowledge						knowledge of the field		
			of the field and the their						and the their		
			professional Ethical						professional Ethical		
			Principles and Practice						Principles and Practice		
			Standards to inform						Standards to inform		
			special education						special education		
	Shooted 6:		practice, to engage in						practice, to engage in		
	Professional Learning		lifelong learning, and to						lifelong learning, and to		
	ond Abinal Principals		advance the profession.						advance the profession.		
			INTRODUCE: The		DEVELOP: The teacher					DEVELOP: The teacher	
			teacher will collaborate		will collaborate with					will collaborate with	
			with families, other		families, other					families, other	
			educators, related		educators, related					educators, related	
			service providers,		service providers,					service providers,	
			individuals with		individuals with					individuals with	
			exceptionalities, and		exceptionalities, and					exceptionalities, and	
			personne i from		personnel from					personnel from	
			community agencies in		community agencies in					community agencies in	
			culturally responsive		culturally responsive					culturally responsive	
			ways to address the		Ways to address the					Ways to address the	
			needs of individuals		needs of individuals					needs of individuals	
			with exceptionalities		with exceptionalities					With exceptionalities	
	Standard 7:		across a range of		across a range of					across a range of	
	Colluboration -		learning experiences.		learning experiences.					learning experiences.	

InTASC	Fach Dracs		File PLAN	Class Dajo	Alms Wabb			Activities Technology		Acceptation To the obay		
			In the teacher understands how leamers grow and develop, recognizing that patterns of learning and development vary includually within and across the cognitive, linguistic, social.									
			leamers grow and develop, recognizing									
			that patterns of learning									
			individually within and									
			linguistic, social,									
			linguistic, social, emotional, and physical areas, and designs and									
			implements developmentally									
			implements developmentally appropriate and challenging learning									
			experiences.									
								The teacher uses understanding of individual differences and diverse outbures and communities to ensure inclusive learning environments that				
								individual differences				
								communities to ensure				
								environments that				
2	Lawring Officers							enable each learner to mee't high standards.				
				with others to create								
				support individual and								
				collaborative learning, and that encourage								
				positive social interaction, active								
	t to arring			 The teacher works with others to create environments that support individual and collaborative learning, and that enourage positive social interaction, active engagement in learning, and self motivation. 								
						4. The teacher	4. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or the teaches and creates learning experiences that make the as a pet as of the discipline accessible and meaningful for I carners to a sum master y of the content.	1				
						understands the central concepts, tools of	understands the central concepts, tools of					
						inquiry, and structures of the discipline(s) be or	inquiry, and structures of the discipline(s) he or					
						she teaches and creates	she teaches and creates					
						that make these a spects	that make these aspects					
						accessible and	accessible and					
						meaningful for learners to assure mastery of the	meaningful for learners to assum mastery of the					
-	S. Control Samuladge					con to nt.	content.	S. The teacher				
								is. The teacher understands how to connect concepts and use differing perspective is to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.				
								use differing perspectives to engage				
								learners in critical thinking, creativity, and				
								collaborative problem solving related to				
	S. Application of Content							authentic local and				
					6. The teacher							
					multiple methods of							
					assessment to engage learners in their own							
					growth, to monitor learner progress, and to							
	E. Assus smaller				6. The teacher understands and uses multiple methods of assessmentho engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision							
						7. The teacher plans	7. The teacher plans					
						instruction that supports every student in	instruction that supports every student in					
						meeting rigorous learning goals by	meeting rigorous learning goals by					
						drawing upon inowledge of content	drawing upon in owledge of content					
						areas, curriculum, cross-	areas, curriculum, cross-					
						peda gogy, as well as	pedagogy, as well as					
2	. Planning for					7. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon inowinding of content areas, our inculum, or osticiplinary skills, and pods goay, as well as inowinding of learning and the community content is.	7. The teacher plans instruction that supports every student in meeting rigorous lea ming goals by drawing upon in owledge of content areas, curriculum, coss- disciplinary skills, and ped agogy, as well as in owledge of learners and the community context.					
						www.ez.	NOT THE REAL PROPERTY.	The teacher understands and uses a variety of instructional state tigs to encourage learners to develop deep understanding of content are as and their connections, and to build skills to apply knowledge.				
								understands and uses a variety of instructional				
								learners to develop				
								deep understanding of content are as and their				
								connections, and to build skills to apply				
	t, lesterational Startegies							knowledge in mea ningful ways.				
									Is. The tracker ong ages in organizing perfectional is sering and last married in sering and sering perfect on stay here exists, as a structurary the effects of stay here in sering a			
									in ongoing professional learning and uses			
									evidence to continually			
									practice, particularly the			
									choices and actions on			
									families, other			
	t. Professional serving and Otheral								professionals, and the community), and adapts			
	Learning and Olitical Fraction								practice to meet the needs of each learner.			
					10. The teacher seeks a ppropriate leadership roles and opportunities to take exponsibility for student learning, to colla borate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.							
					roles and opportunities							
					to take responsibility for student learning, to							
					collaborate with learners, families,							
					colleagues, other school							
					community members to							
		i e	1		remove reamer growth,			1	1	1	1	1
	t it. Laurin is laip and and a law at tem				and to advance the							



Exceptional Child Generalist Portfolio Rubric

PORTFOLIO OVERVIEW: Students completing the Exceptional Child program degree at Northwest Nazarene University must compile and submit a program portfolio to their advisor prior to graduation as evidence of proficiencies. The portfolio is rooted in the Idaho State Standards and the Educator values from the NNU Education Department's Conceptual Framework, Learner-Centered CORE: Called to Serve, Open to Change, Responsive to All, Empowered to Succeed. The primary goal of this portfolio is to assess whether students have met the criteria expected of a Graduate level NNU Degree and a teaching credential for the state of Idaho.

PORTFOLIO RUBRIC CUTSCORE: All areas must be met at proficient or above.

PORTFOLIO REQUIREMENTS: PART 1: Transformative Education

The mission of NNU is the transformation of the whole person. Write a 2-3-page reflective introduction to your portfolio that speaks to your journey through your program and how your 'transformation' has equipped you to impact those around you in your profession in real ways. Specifically address your commitment to <u>diversity</u> and provide your future plans in your profession to provide equitable opportunity to all student populations. In addition, address how you will incorporate <u>technology</u> to enrich learning to promote student achievement.

- CALLED TO SERVE—Educators prepared at Northwest Nazarene University view their profession as not just a job but rather as a ministry that requires the full engagement of heart, mind, and soul. They have accepted the call to transform the lives of students through teaching, leading, mentoring, and relationship building. They keep what is best for the student at the center of all they do.
- **OPEN TO CHANGE**—Educators prepared at Northwest Nazarene University value learning and demonstrate a breadth of knowledge and an inquiry-based habit of mind. As lifelong learners, they continually update their knowledge and skills--innovating with the latest technology and seeking ways to improve education. They question educational assumptions and use current research to stimulate reflection and to inform practice.
- RESPONSIVE TO ALL—Educators prepared at Northwest Nazarene University are committed to the academic, social, and emotional growth of all students with focused attention on those with diverse needs. They believe that all students can learn. They understand students' backgrounds and make connections through meaningful relationships and community building. Educators prepared at NNU play critical roles in promoting democratic values. They examine and challenge social inequities in schools and communities, facilitating equal voice and equal access for all students and parents. They understand the historical and philosophical purposes of schools and the legal and societal influences impacting youth and families.
- **EMPOWERED TO SUCCEED**—Educators prepared at Northwest Nazarene University are highly skilled in promoting student achievement, using data to guide practice and incorporating technology to enrich learning. Adept at working with parents and responding to students, they apply theories, strategies, frameworks, and research to challenge, to interest, to accommodate, and to assess a diverse student population. Educators prepared at NNU demonstrate management expertise that stimulates growth and creates a safe and positive learning environment. They are recognized as experts in their fields.

PART 2: Exceptional Child Standards

Your program and the courses you have taken at NNU are structured around the Exceptional Child standards. For each of the standards identify one artifact that you have acquired throughout your time at NNU which has a clear connection to the standard. Then write a justification with a clear rationale highlighting the connection and applying that artifact to your future profession (Use APA elements when needed).

ALL PROGRAMS	Exemplary	Proficient	Developing	Unacceptable
PRESENTATION/ ORGANIZATION/ DIRECTIONS	Presentation is Clear, Organized, and Creative. Evaluator has easy access to all material with only one document to download or entry point. Transformative Education is 2-3 pages AND Written Justification is no longer than one-page per standard. AND Artifacts are uploaded PLUS: There is an identifiable theme throughout the portfolio that ties the submission together	Presentation is Clear, Organized, and Creative. Evaluator has easy access to all material with only one document to download or entry point. Transformative Education is 2-3 pages AND Written Justification is no longer than one-page per standard. AND Artifacts are uploaded	Transformative Education is 2-3 pages OR Written Justification is no longer than one-page per standard. OR Artifacts are uploaded But not all three	Transformative Education is greater than 3 or less than 2 pages AND Written Justification is longer than one-page per standard. AND Artifacts are not uploaded per each standard
GRADUATE- LEVEL GRAMMAR & WRITING	The program portfolio demonstrates graduate-level use of vocabulary, sentence structure, and writing transitions. AND The portfolio shows evidence of revision and editing, without noticeable grammar, spelling, punctuation errors evident in the final product. AND Uses all necessary APA conventions of writing without error including intext citations when necessary and reference page.	The program portfolio demonstrates graduate-level use of vocabulary, sentence structure, and writing transitions, with errors. AND The portfolio shows evidence of revision and editing, with grammar, spelling, punctuation errors evident in the final product. AND Uses all necessary APA conventions of writing including intext citations when necessary and reference page with errors.	The program portfolio demonstrates graduate-level use of vocabulary, sentence structure, and writing transitions, with errors. OR The portfolio shows evidence of revision and editing, with grammar, spelling, punctuation errors evident in the final product. OR Uses all necessary APA conventions of writing including intext citations when necessary and reference page with errors. But not all three	The program portfolio does not demonstrate graduate-level writing AND The portfolio shows evidence of major grammar, spelling and punctuation errors. AND Does not appear to use APA conventions of writing.
Part 1: Transformative Education	A 2-3 page APA reflective introduction to the portfolio AND Commitment to Diversity AND Incorporated Technology AND THEN extends that transformation into how it will be applied in the profession.	A 2-3 page APA reflective introduction to the portfolio AND Commitment to Diversity AND Incorporated Technology	A 2-3 page APA reflective introduction to the portfolio OR Commitment to Diversity OR Incorporated Technology But not all three	An introduction to the portfolio that wasn't APA or less than 2 pages or more than 3. AND Did not identify and describe one of the NNU CORE Frameworks AND Did not reflect on how the program transformed the CORE area

Exceptional Child Generalist	Exemplary	Proficient	Developing	Unacceptable
Standard 1: Learner Development and Individual Learning Differences - The teacher understands how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.	The artifact itself demonstrates evidence for the standard. AND The written justification connects the artifact to the profession. AND Then extends that artifact into an application for the future profession of the individual.	The artifact itself demonstrates evidence for the standard. AND The written justification connects the artifact to the profession.	The artifact itself demonstrates evidence for the standard. OR The written justification connects the artifact to the profession. But not both	The artifact does not demonstrate evidence for the standard AND The written justification does not connect the artifact to the profession.
Standard 2: Learning Environments - The teacher creates safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well- being, positive social interactions, and self-determination.	The artifact itself demonstrates evidence for the standard. AND The written justification connects the artifact to the profession. AND Then extends that artifact into an application for the future profession of the individual.	The artifact itself demonstrates evidence for the standard. AND The written justification connects the artifact to the profession.	The artifact itself demonstrates evidence for the standard. OR The written justification connects the artifact to the profession. But not both	The artifact does not demonstrate evidence for the standard AND The written justification does not connect the artifact to the profession.
Standard 3: Curricular Content Knowledge - The teacher uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	The artifact itself demonstrates evidence for the standard. AND The written justification connects the artifact to the profession. AND Then extends that artifact into an application for the future profession of the individual.	The artifact itself demonstrates evidence for the standard. AND The written justification connects the artifact to the profession.	The artifact itself demonstrates evidence for the standard. OR The written justification connects the artifact to the profession. But not both	The artifact does not demonstrate evidence for the standard AND The written justification does not connect the artifact to the profession.

Standard 4: Assessment - The teacher uses multiple methods of assessment and data-sources in making educational	The artifact itself demonstrates evidence for the standard. AND The written justification connects the artifact to the profession. AND Then extends that artifact into an application for the future profession of	The artifact itself demonstrates evidence for the standard. AND The written justification connects the artifact to the profession.	The artifact itself demonstrates evidence for the standard. OR The written justification connects the artifact to the profession. But not both	The artifact does not demonstrate evidence for the standard AND The written justification does not connect the artifact to the profession.
Standard 5: Instructional Planning and Strategies – The teacher selects, adapts, and uses a repertoire of evidence-based instructional strategies and interventions to advance learning of individuals with exceptionalities.	the individual. The artifact itself demonstrates evidence for the standard. AND The written justification connects the artifact to the profession. AND Then extends that artifact into an application for the future profession of the individual.	The artifact itself demonstrates evidence for the standard. AND The written justification connects the artifact to the profession.	The artifact itself demonstrates evidence for the standard. OR The written justification connects the artifact to the profession. But not both	The artifact does not demonstrate evidence for the standard AND The written justification does not connect the artifact to the profession.
Standard 6: Professional Learning and Ethical Practices – The teacher uses foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.	The artifact itself demonstrates evidence for the standard. AND The written justification connects the artifact to the profession. AND Then extends that artifact into an application for the future profession of the individual.	The artifact itself demonstrates evidence for the standard. AND The written justification connects the artifact to the profession.	The artifact itself demonstrates evidence for the standard. OR The written justification connects the artifact to the profession. But not both	The artifact does not demonstrate evidence for the standard AND The written justification does not connect the artifact to the profession.

Standard 7: Collaboration — The teacher will collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.		The artifact itself demonstrates evidence for the standard. AND The written justification connects the artifact to the profession.	The artifact itself demonstrates evidence for the standard. OR The written justification connects the artifact to the profession. But not both	The artifact does not demonstrate evidence for the standard AND The written justification does not connect the artifact to the profession.
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SUBMISSION/FINALIZATION: The academic portfolio is a requirement for completion of NNU's Credentialed program. **Students will not be cleared for graduation until all standards and program requirements are at Proficient or above are met.** Program portfolios not received by deadline will not be considered until the following graduation term. It is the student's responsibility to complete, submit, and pass the portfolio—and thus, students are encouraged to communicate promptly and clearly with their advisors.

Section II: New Program Course Requirements

Directions: Copy the endorsement language from <u>IDAPA 08.02.02 - Rules Governing Uniformity</u>, into the space below, and list the specific course requirements for the new program, including course numbers, titles, and course descriptions. Explain how the program will meet the requirements listed in the IDAPA endorsement language.

Supporting documents may be considered if they clearly explain how the documents support the request. Ensure each supporting document is clearly titled, and combine all supporting documents into one file. Links to outside documents or websites will not be considered.

07. Exceptional Child Generalist (K-8, 6-12, or K-12). The Exceptional Child Generalist endorsement is non-categorical and allows one to teach in any special education setting, applicable to the grade range of the endorsement. Regardless of prior special education experience, all initial applicants must provide an institutional recommendation that an approved special education program has been completed, with clinical experience to include student teaching in an elementary or secondary special education setting. To be eligible, a candidate must complete thirty (30) semester credit hours in special education, or closely related areas, as part of an approved special education program. (3-20-20)

Exceptional Child Program Course Descriptions

EDUC8000 Graduate Education Orientation (0)

This required, online orientation course provides students with an overview of all Graduate Education Programs at NNU. It includes policies, procedures, and expectations of the Graduate Education Department, as well as introduces students to NNU campus departments with which they will be interacting throughout their program. Students will learn how to access library and other campus resources. They will also learn how to utilize the course management software used to deliver online courses and complete NNU requirements, as well as experience success as online learners. Grade of pass/fail.

EDUC7536 Mental Health & Trauma Informed Care (3)

In this course, participants will gain an understanding of the impact trauma and mental health issues can have on the classroom. Participants will learn how to create trauma-sensitive classrooms which meet the needs of their students by educating the whole child.

EDUC7538 Methods in Behavioral Intervention & Treatment (3)

This course offers an in-depth look at the philosophy, concepts, and principles of applied behavior analysis. Participants will gain a better understanding of functional behavior assessment, analysis, and interventions for academic and behavior problems. Coursework covers functional behavior assessments, behavior interventions, data-based decisions about intervention effectiveness, positive behavioral supports and ethical standards for practice.

EDUC7540 Research, Theory, and Intervention of Reading and Literacy Difficulties (3) Exploration of how children learn literacy skills and why some fail; the structure of language and its convergence with reading; and explicit researched-based methods for assessing and teaching students with reading and writing disabilities. Includes a practicum in which the student will design and implement a focused intervention program to improve the literacy proficiency of a struggling learner. Data collection and analysis is required.

EDUC7548 Methods and Adaptations for Exceptional Learners (3)

Design effective instructional strategies and adapt and implement curricula for students with Severe/profound to Gifted exceptionalities. Strategies learned are appropriate for inclusive and pullout programs at both the elementary and secondary levels. Content includes methods for teaching language arts, mathematics, and content specific courses.

EDUC7549 IEPs and Transition (3)

Design, implement, and manage Individual Educational Programs (IEP's), Pre K- 21, which includes designing and managing transitional programs. As part of transition planning, identify resources agencies, and use these outside resources to collaborate and strengthen program planning for students.

EDUC7555 Mixed Methods Research (3)

The purpose of this course is to provide an introduction to different approaches used in conducting educational research, the criteria used to judge the quality of research, and strategies to consider when designing a research study. The course will focus on both qualitative and quantitative approaches and will also consider mixed-methods research designs and action research approaches. By the end of the course, students should be able to critically review research and be able to make research design decisions for their own research studies. Students will investigate research questions in school settings by independently preparing an action research proposal.

EDUC7556 Conceptual Statistics and Applications for Educators (3)

An introduction to statistical approaches to making decisions in K-12 schools. This course introduces students to descriptive and inferential statistics commonly used in education. The primary objective of the course is to understand how to read and find meaning in statistics as well as to use statistics for the purposes of self-guided research. No previous course work in statistics is assumed.

EDUC7568 Math Pedagogy and Intervention (3)

This class will focus on the reasons some students have difficulties learning mathematics. The components of effective mathematics instruction will be reviewed as well as different instructional models. The impact of learning disabilities on mathematics achievement will be examined. Participants will be required to work individually with a K-12 student who is having difficulty learning mathematics for a minimum of 10 hours over the duration of the class.

EDUC7573 Technology: Exceptional Child (3)

An overview of technology and assessment for technological needs for varied exceptionalities, such as mobility, prosthetics, orthotics, adaptive devices, communication devices, visual technologies, hearing technologies, and the use of ecological assessment. This includes the adaptive use of computers.

EDUC7576 Special Education Law (3)

Understand the legal complexities involved in identifying and providing education services to students with special needs, while ensuring compliance with federal and state guidelines. Emphasis will be on how case law has affected the development of both IDEA and Idaho State requirements.

EDUC7586 Assessment & Collaboration (3)

Research, select, Choose and administer assessment procedures/protocols, and collaborate with teachers, administrators, and parents. Analyze assess data to determine special education eligibility, necessary services, and supports, and intervention methods that would be most effective. Includes norm-referenced, criterion-referenced, curriculum-based assessments.

Strategies for providing indirect services to student with exceptionalities by working effectively with other services providers for effective interventions will be included.

EDUC 7596IV Internship in Teaching Exceptional Child (4)

This course is an extended period of applied study under the supervision of an on-site supervisor with the support of a graduate faculty member and includes a seminar. Two options will be available. The first option is a traditional one term student teaching experience with a cooperating teacher. The second option is designed to accommodate the intern who is currently employed as an Exceptional Child educator while working to obtain certification. The intern may take a semester of intensive supervision in the classroom in which he/she is teaching (in-classroom placement) and an additional two-week of observations in other special education classrooms/settings (out-of- classroom requirement). The out-of-classroom requirement may be scheduled within the semester of in-class interning. Co-requisites: EDUC7596IVB

EDUC7596IVB Internship in Teaching Exceptional Child Portfolio Binder (0-1)

A portfolio binder will be submitted as evidence of the experiences during the internship. Grade of pass/fail. Course is zero (0) credits when taken in the last semester of the program. Course can be completed for one (1) credit per semester until requirements for degree are successfully achieved. Pre/co-requisites: EDUC7596IV

Exceptional Child, M.Ed. Program Overview

The M.Ed., Exceptional Child program is designed to assist currently certified teachers in acquiring their Exceptional Child endorsement. It is a fully online program which includes a practicum experience in teaching children with special needs. The program includes all requirements for a teaching endorsement in special education.

This program will be accredited through the Idaho State Department of Education and our national accreditation through the Council for the Accreditation of Educator Preparation (CAEP). These are standard accreditation procedures which the College of Education has completed for all previous certification and endorsement programs. A substantive review has been filed with the Northwest Commission on Colleges and Universities (NWCCU) and has been approved.

Master of Education, Exceptional Child (37 semester credits)

This major is designed for classroom teachers who hold elementary, secondary, or special education certification and wish to gain further expertise and/or become certified to teach exceptional children. Additional training in aspects of regular education that are important to teaching students with exceptionalities is part of the program. The internship has two options: one option is for educators currently teaching in the classroom for exceptional children; and one option is for others who are not currently teaching exceptional children.

In the last semester, each candidate will enroll in EDUC7596IVB Internship in Teaching Exceptional Child Portfolio Binder (0-1) credits where they will upload their portfolio.

The Exceptional Child program takes approximately 22 months, including four graduate credits of internship.

To be recommended to the State of Idaho for a K-12 Exceptional Child Generalist endorsement on an Idaho Teaching Certificate, candidates must:

- Successfully complete the M.Ed. Exceptional Child program
- Have earned a passing score on the Idaho Comprehensive Literacy Assessment
- Earn a passing score on the required PRAXIS II tests for special education

The candidate will submit the appropriate paperwork and fees to the Idaho State Department of Education to obtain certifications and endorsements in Idaho. Every Exceptional Child candidate will be registered for the approved accreditation and assessment software during EDUC8000 Orientation: Graduate Education.

Student Learning Outcomes/Assessment Plan

The State of Idaho has established the expected standards for anyone obtaining a Special Education endorsement. These standards provide the student learning outcomes framework the program. These standards have been mapped out throughout the program through introduction, developing and

mastery levels. Key assessments have been identified and created in Development courses and are tracked and analyzed for program review and improvement.

At the end of the program each candidate will complete a Special Education Standards Portfolio. In the portfolio, the candidate will submit artifacts for each of the standards. Each artifact will be accompanied by a rationale for that artifact explaining why the artifact demonstrates mastery of the standard. The portfolio will be evaluated by the Exceptional Child Program Director and any other individuals they may appoint.

Besides the Standards Portfolio, each candidate will have to complete a semester-long internship/practicum. Each candidate will be observed by both university personnel and school district personnel. Candidates will be evaluated utilizing the Idaho State Department of Education approved Danielson Framework for Teaching evaluation instrument. All individuals supervising interns/practicum candidates will have successfully completed an Idaho SDE approved Danielson training program prior to evaluating candidates. Disposition evaluations are also completed on all candidates throughout the internship and program. Successful completion of the internship/practicum is required for all candidates in the program.

Education Department Conceptual Framework--Learner-Centered CORE

The following themes form the conceptual framework for NNU's Education program and are embraced and modeled within the content of the course.

- **Called to Serve**—Educators prepared at Northwest Nazarene University view their profession as not just a job but rather as a ministry that requires the full engagement of heart, mind, and soul. They have accepted the call to transform the lives of students through teaching, leading, mentoring, and relationship building. They keep what is best for the student at the center of all they do. (Service)
- Open to Change—Educators prepared at Northwest Nazarene University value learning and demonstrate a breadth of knowledge and an inquiry-based habit of mind. As lifelong learners, they continually update their knowledge and skills--innovating with the latest technology and seeking ways to improve education. They question educational assumptions and use current research to stimulate reflection and to inform practice. (Transformation)
- Responsive to All—Educators prepared at Northwest Nazarene University are committed to the academic, social, and emotional growth of all students with focused attention on those with diverse needs. They believe that all students can learn. They understand students' backgrounds and make connections through meaningful relationships and community building. Educators prepared at NNU play critical roles in promoting democratic values. They examine and challenge social inequities in schools and communities, facilitating equal voice and equal access for all students and parents. They understand the historical and philosophical purposes of schools and the legal and societal influences impacting youth and families. (Community)
- Empowered to Succeed—Educators prepared at Northwest Nazarene University are highly skilled in promoting student achievement, using data to guide practice and incorporating technology to enrich learning. Adept at working with parents and responding to students, they apply theories, strategies, frameworks, and research to challenge, to interest, to accommodate, and to assess a diverse student population. Educators prepared at NNU demonstrate management expertise that stimulates growth and creates a safe and positive learning environment. They are recognized as experts in their fields. (Truth)



M.Ed. Exceptional Child

This is an unofficial schedule until Official Transcripts are evaluated GF – Grad Fall; GS – Grad Spring; SG – Grad Summer

Tentative Schedule Updated:

Required Courses	Credits	Timeline Online	Tracking
EDUC 8000 Orientation – Graduate Education	0	Jan- Dec	
EDUC 7549 IEP and Transition	3	GS 1: Jan-March	
EDUC 7538 Behavior Intervention and Treatment	3	GS 2: March-May	
EDUC 5786 Assessment and Collaboration	3	SG 1: May-June	
EDUC 7536 Trauma Informed Care	3	SG 2:July-Aug	
EDUC 7540 Reading, Theory, Intervention	3	GF 1: Aug-Oct	
EDUC 7568 Math Pedagogy	3	GF 2: Oct-Dec	
EDUC 7555 Mixed Methods	3	GS 1: Jan-Mar	
EDUC 7548 Methods and Adaptation	3	GS 2: March-May	
EDUC 7573 Technology: Exceptional Child	3	SG 1: May-June	
EDUC 7576 Special Education Law	3	SG 2: July-Aug	
EDUC 7556 Conceptual Statistics & Application	3	GF 1: Aug-Oct	
EDUC 7596IV Internship/ Exceptional Child	4	GF 2: Oct-Dec	
EDUC 7596IVB Internship in Teaching Exceptional Child Portfolio Binder	0-1	Jan-Dec	
TOTAL CREDITS REQUIRED	37 Sem Cr.		

Signature of College Chair/Director/Dean	Loui Suncher	Date	10/23/2020
Signature of Graduate Chair/Director/Dean, or other official (if applicable)	Heidi Curtis	Date	10/23/2020

^{*}Applications without appropriate dated signatures will not be considered.

SUBJECT

Statewide Assessment Discussion

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REFERENCE	
October 2015	Accountability Oversight Committee presented recommendations to the Board regarding changes to be made to the state's accountability system, in preparation for submission of a new ESEA waiver
April 2016	Accountability Oversight Committee presented recommendations to the Board regarding removal of the ISAT proficiency and college entrance exam graduation requirements. The Board adopted the recommendation that the ISAT proficiency graduation requirement be removed and rejected the recommendation that the college entrance exam graduation requirement be removed.
August 2016	Board removed ISAT proficiency graduation requirement. The Board maintained the administration of the ISAT assessment in ELA and Math in grade 10. The Board also maintained the participation in a college entrance exam in grade 11 as a graduation requirement.
December 2018	Board received the fiscal year 2019 report from the Accountability Oversight Committee, including student achievement data and an analysis on the first year of implementation of the state's new K-12 school accountability system.
August 2017	Board approved Idaho's ESSA Plan, including a new state and federal accountability system that utilizes multiple measures to identify schools for recognition and support.
December 2018	Board received the fiscal year 2019 report from the Accountability Oversight Committee, including student achievement data and an analysis on the first year of implementation of the state's new K-12 school accountability system.
February 2019	Board approved amendments to the ESSA Plan, based on recommendations from the Assessment and Accountability team at the SDE and the Accountability Oversight Committee.
June 2019	Board received the fiscal year 2020 report from the Accountability Oversight Committee with recommendations regarding assessment and accountability, as related to analysis of the data in the SDE's 2018-2019 Student Achievement Report.

June 2019

Board received an update from the Department on the high school accountability assessment.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.Q. Accountability Oversight Committee

Section 33-110, Idaho Code – Agency to Negotiate, and Accept, Federal Assistance

Idaho Administrative Code, IDAPA 08.02.03 – Section 105, High School Graduation Requirements, Section 111, Assessment in the Public Schools, Section 112, Accountability; Section 114, Failure to Meet Annual Measureable Progress

BACKGROUND/ DISCUSSION

Idaho's public school system accountability framework was approved by the Board as part of the 2016-2017 rulemaking process and has been effective since March 29, 2017, following acceptance by the legislature during the 2017 legislative session. The accountability framework codifies requirements for state accountability and provides "[t]he state accountability framework will be used to meet both state and federal school accountability requirements and will be broken up by school category and include measures of student academic achievement and school quality as determined by the State Board of Education." An integral part of the state accountability framework, is the state's Comprehensive Assessment System. Like the Accountability Framework, the Comprehensive Assessment System is established by the Board in Administrative Code.

Administrative Code (IDAPA 08.02.03.111), further sets out Idaho's state comprehensive assessment system and its purpose. As established in state law, the purpose of the state assessment system is:

- 1. Philosophy Acquiring the basic skills is essential to realization of full educational, vocational and personal/social development. Since Idaho schools are responsible for instruction in the basic scholastic skills, the State Board of Education has a vested interest in regularly surveying student skill acquisition as an index of the effectiveness of the educational program. This information can best be secured through objective assessment of student growth. The State Board of Education will provide oversight for all components of the comprehensive assessment program.
- 2. Purposes The purpose of assessment in the public schools is to:
 - a. Measure and improve student achievement;
 - b. Assist classroom teachers in designing lessons:
 - c. Identify areas needing intervention and remediation, and acceleration;
 - d. Assist school districts in evaluating local curriculum and instructional practices in order to make needed curriculum adjustments;
 - e. Inform parents and guardians of their child's progress;

- f. Provide comparative local, state and national data regarding the achievement of students in essential skill areas;
- g. Identify performance trends in student achievement across grade levels tested and student growth over time; and
- h. Help determine technical assistance/consultation priorities for the State Department of Education.

The state comprehensive assessment program is made up of the following assessments in the identified grades:

- 1. Kindergarten Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment.
- 2. Grade 1 Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment.
- 3. Grade 2 Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment.
- 4. Grade 3 Idaho Reading Indicator, Grade 3 Idaho Standards Achievement Tests in English language usage and mathematics, Idaho Alternate Assessment, Idaho English Language Assessment.
- 5. Grade 4 National Assessment of Educational Progress, Grade 4 Idaho Standards Achievement Tests in English language usage and mathematics, Idaho Alternate Assessment, Idaho English Language Assessment.
- 6. Grade 5 Grade 5 Idaho Standards Achievement Tests in English language usage, mathematics, and science; Idaho Alternate Assessment; Idaho English Language Assessment.
- 7. Grade 6 Grade 6 Idaho Standards Achievement Tests in English language usage and mathematics, Idaho Alternate Assessment, Idaho English Language Assessment.
- 8. Grade 7 Grade 7 Idaho Standards Achievement Tests in English language usage and mathematics, Idaho Alternate Assessment, Idaho English Language Assessment.
- 9. Grade 8 National Assessment of Educational Progress; Grade 8 Idaho Standards Achievement Tests in English language usage, mathematics, and science; Idaho Alternate Assessment; Idaho English Language Assessment.
- 10. Grade 9 High School Idaho Standards Achievement Tests (optional at the discretion of the school district or charter school), Idaho Alternate Assessment, Idaho English Language Assessment.
- 11. Grade 10 High School Idaho Standards Achievement Tests in English language usage and mathematics, Idaho Alternate Assessment, Idaho English Language Assessment.
- 12. Grade 11 High School Idaho Standards Achievement Test in science, Idaho Alternate Assessment, Idaho English Language Assessment, college entrance exam.
- 13. Grade 12 National Assessment of Educational Progress, Idaho English Language Assessment.

Pursuant to IDAPA 08.02.03.111, the Idaho Standards Achievement Test is administered at the high school level in grade 10 and the college entrance exam in grade 11. The college entrance exam requirement was added to the high school graduation requirements established in IDAPA 08.02.03.105 as part of the Board's High School Redesign Initiative in 2003. Initial research identified the college entrance exam as a barrier to students going on to postsecondary education after high school. Studies showed many high school students from families who had not attended college or were from underserved populations often did not take a college entrance exam due to a sense of underachievement and a feeling that they would not do well on the exam. Students coming from families that did not have family members that had gone on to postsecondary education often did not even consider going on themselves. By requiring the exam to be taken as part of the high school graduation requirements, students who would not otherwise have considered taking a college entrance exam were able to see that they could be successful at the postsecondary level or could identify areas that needed improvement so they could be successful at the postsecondary level. In addition to its use as a graduation requirement, student performance on the college entrance exam is used by the Board as a measure of performance of Idaho's K-20 education system. When implemented, the ISAT and the college entrance exam were established to meet two very different purposes. In considering any changes to the state comprehensive assessment program, it will be important for the Board to consider the purpose of the different types of assessment as well as their validity in being used for those purposes.

IMPACT

The discussion will provide direction to the staff on which administrative rule changes should be brought back to the Board for consideration in 2021.

ATTACHMENTS

Attachment 1 – Assessment Discussion Presentation - Draft

STAFF COMMENTS AND RECOMMENDATIONS

Each time the assessment system is amended or the vendor used for administration and or development of the Idaho Standards Achievement Test is changed questions arise around the purpose of the state's assessment system and the benefits and challenges any statewide system faces. In 2009 the Comprehensive Assessment Program was made up of:

- Grade 1 Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment.
- Grade 2 Idaho Reading Indicator, Grade 2 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment.
- Grade 3 Idaho Reading Indicator, Grade 3 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment.

- Grade 4 Direct Math Assessment, National Assessment of Educational Progress, Grade 4 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment.
- Grade 5 Direct Writing Assessment, Grade 5 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment.
- Grade 6 Direct Math Assessment, Grade 6 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment.
- Grade 7 Direct Writing Assessment, Grade 7 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment.
- Grade 8 Direct Math Assessment, National Assessment of Educational Progress, Grade 8 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment.

The ISAT was administered in the fall and the spring. This same year, high school students were required to achieve a proficient or advanced score on the Grade 10 ISAT in mathematics, reading and English language art to graduate. Additionally, for those students entering 9th grade in the fall of 2009, they would also have to pass the science portion of the ISAT. Much has changed over the years as federal and state requirements have changed and standardized assessments have evolved and become more sophisticated.

Brian Gong, Senior Associate with the National Center for the Improvement of Educational Assessment, will facilitate the Work Session on evaluating the quality of assessments and their valid uses. The Work Session will help the Board find common purpose around Idaho's statewide assessments within the framework of the Board's goals, the limits of available assessments and current federal accountability requirements.

BOARD ACTION

This item is for informational purposes only.



Evaluating the Quality of Assessments for the Idaho State Assessment Program: An interactive workshop with the

Idaho State Board of Education

Brian Gong, Center for Assessment Via teleconference February 17, 2021

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Introduction



- Brian Gong is Senior Associate and Co-Founder of the Center for Assessment
 - 501(c)3 non-profit, offering technical assistance to over 30 states and others (e.g., Council of Chief State School Officers, U.S. Dept. of Ed) on assessment and accountability since 1998
 - Prior to co-founding the Center for Assessment, Gong was Associate Commissioner for Kentucky Dept. of Education's Office of Curriculum, Assessment, and Accountability; and Senior Research Scientist at ETS



Overview

- National overview of state assessment
- Criteria for assessment quality
- Discussion of some key assessment issues

Please ask questions or comment at any time



National overview of state assessment





National overview of state assessment: federal

Federal laws have required state assessments for over 50 years

- Elementary and Secondary Schools Act (**ESEA**) 1965 Title 1: compensatory funding to support education of economically disadvantaged students. Required assessments to evaluate effectiveness (most states used norm-referenced tests)
- Reauthorized as Improving America's Schools Act (IASA), 1994 Consolidated Title 1 funding, assessment, school improvement, professional development, etc. Required adoption of common content standards, standards-based assessments, criterion-based reporting (Proficient), and state-established school accountability systems
- Reauthorized as No Child Left Behind Act (NCLB), 2001 mandated annual testing in grades 3-8
 and once in high school for ELA/reading and math; science; required assessments for students
 with disabilities (accommodations, alternate); specified much more detail about school
 accountability; emphasized Proficiency; formalized Peer Review
- Race to the Top (2009) offered federal assessment and accountability waivers and funding for adoption of new assessment and accountability (notably educator evaluation)
- Reauthorized as Every Student Succeeds Act (ESSA), 2015; coordinated with IDEA, 1975 and
 most recently 2015 focused on "college/career ready"; integrated English Learner
 assessments; gave some possible assessments options if could pass Peer Review; prescribed
 more relaxed (but still somewhat specified) accountability requirements

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Federal view of state assessments

- Assessments essential tool for providing information about performance of individual students, student groups, schools, districts, and states
- Aligned, accurate, credible, comparable more than locally developed or selected assessments
- Integral to tracking performance over time
- Integral to accountability for school improvement and closing achievement gaps
- A worthwhile investment for monitoring and improving investments in programming
- Fits with federal and states' roles (e.g., can do without dictating national content standards or state-wide curricula)



National overview of state assessment: federal

ESSA assessment options

- May test grade 8 students on grade 9 math content (Alg. 1)
- Districts may adopt a locally selected "nationally recognized" high school test
- May adopt multiple "modular" tests in lieu of end of year test
- May apply for Innovative Assessment Demonstration Authority (IADA)

Additional federal requirements

- Must assess state content standards: "college/career ready" (state chooses)
- Must report at least three levels in standards-based proficiency metric (as well as scale scores; focused on-grade; may add growth and other scores)
- Must meet federal Peer Review standards, e.g., validity, reliability, fairness
- Must be used in state's school accountability system as a primary component



National overview of state assessment: states

Wide range of state implementation

- 40+ states adopted Common Core State Standards in ELA/Reading and math; now have variants; test blueprints differ
- 30+ states have adopted (variants of) Next Generation Science Standards; test blueprints quite variable
- Over half the states' ELA/math assessments include some form of multi-state effort: Smarter Balanced, vendor-sponsored, ACT/SAT; (PARCC dissolving); may mix across grades
- Large majority of states' ELP and alternate assessments from a consortium: WIDA, ELPA-21; DLM, MSAA

Additional state variations

- Designs: Fixed form, fixed form with matrixing, item-level CAT, or multi-stage CAT
- High school: assess in grade 9, 10, 11, and/or 12; fixed grade or end-of-course
- Additional subjects: social studies/civics, CTE
- Additional assessments used by state:
 PSAT/Aspire/WorkKeys, ASVAB, CTE certification,
 AP, IB, dual enrollment tests (usually used for student;
 might be used for school accountability; generally not for federal ELA/math)
- Commercial interim assessments (e.g., NWEA MAP, Renaissance STAR, Curriculum Associates iReady): usually district choice; may be state vetted; may be state paid; may require data shared with state, etc.
- Some states trying to develop system that uses interim assessments to produce summative score for federal accountability; or supplement summative score

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summative score
Evaluating Assessments - ID BOE - 2/17/21



Short response

• As you consider which assessment(s) to choose for Idaho's system of state assessments, what goal(s) are you trying to achieve, and how do assessments fit in?

- "To achieve ______
- "We need to do __<action>______
- "Our assessments should help us do <action> by ______.
- "It is also very important that our assessment be <u>affordable and</u> characteristics.



Summary of "theories of action"





Criteria for evaluating assessment quality

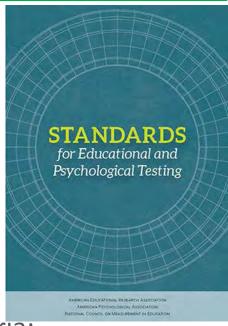


Criteria and processes for evaluating assessment quality



Commercial tests

- Criteria: Standards for Educational and Psychological Assessment (AERA/APA/NCME, 2014)
 - Or Program/user criteria
- Processes: no centralized process or interpretation of *Standards*
 - Program self-review, e.g., ETS
 - External review, e.g., Buros Center for Testing
 - Special studies (CCSSO High Quality Assessment Criteria; automated scoring)
 - Criteria? Evidence? Independent? Documented? Public?



Criteria and processes for evaluating assessment quality



State assessments

- Criteria
 - Peer Review Criteria (U.S. Department of Education/USED)
- Assessment evaluation processes
 - Peer Review (USED and Peers): Independent, documented, public
- System review and criteria
 - Example: Balanced Assessment Systems
- Practical criteria
- Political criteria



Federal Peer Review of state assessments

- Required by U.S. Department of Education (USED), authorized by ESSA and regulations
- Conducted periodically for all states (e.g., ELP started in 2018), and required anytime a state makes a significant change in its assessment program
- Based on criteria (largely drawn from Standards) and suggested types of evidence; evaluates state presentation of evidence and reasoning
- Conducted by a panel of persons with appropriate expertise and without conflict of interests. Called "peer review" because it is not done by USED staff
- Results in Peer Reviewer notes, and designation from USED (Meets, Substantially Meets, Partially Meets, Does Not Meet) and action items

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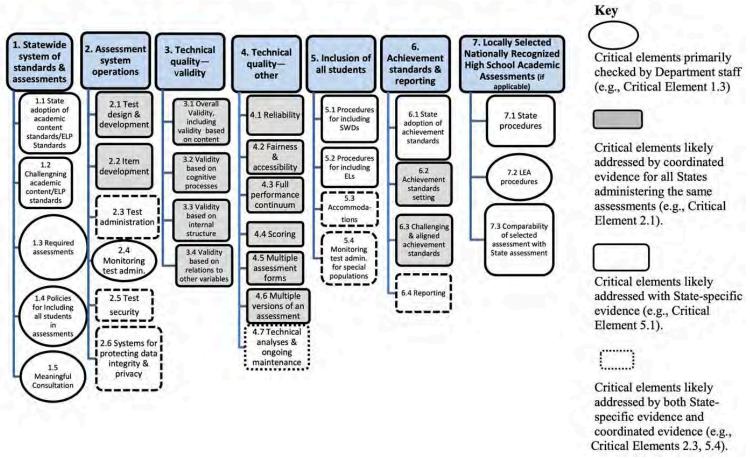
Peer Review Areas

- 1. Statewide system of standards & assessments
- 2. Assessment system operations
- 3. Technical quality— validity
- 4. Technical quality— other
- 5. Inclusion of all students
- 6. Achievement standards & reporting
- 7. Locally Selected
 Nationally Recognized
 High School Academic
 Assessments (if
 applicable)



Peer Review Critical Elements

II – CRITICAL ELEMENTS FOR STATE ASSESSMENT PEER REVIEW



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16

ATTACHMENT 1



Sample Peer Review critical element, evidence

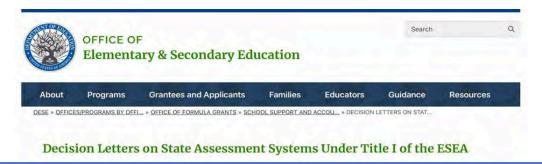
Critical Element 2.1 - Test Design and Development Evidence The State's test design and test development process is well-suited for the content, is technically sound, aligns "is technically sound, aligns the the assessments to the depth and breadth of the State's academic content standards for the grade assessments to the depth and that is being assessed and includes: Statement(s) of the purposes of the assessments breadth of the State's academic and the intended interpretations and uses of content standards for the grade Test blueprints that describe the structure of each assessment in sufficient detail to support the that is being assessed..." development of assessments that are technically sound, measure the depth and breadth of the State's grade-level academic content standards and support the intended interpretations and uses of the results. Processes to ensure that each academic assessment is tailored to the knowledge and skills included in the State's academic content standards, reflects appropriate inclusion of challenging content, and requires complex demonstrations or applications of knowledge and skills (i.e., higher-order thinking skills). If the State administers computer-adaptive assessments, the item pool and item selection procedures adequately support the test design and intended uses and interpretations of results. If the State administers a computer-adaptive assessment, it makes proficiency determinations with respect to the grade in which the student is enrolled and uses that determination for all If the State administers a content assessment that includes portfolios, such assessment may be partially administered through a portfolio but may not be entirely administered through a portfolio.

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17



Peer Review results



Decision Letters on State Assessment Systems Under Title I of the ESEA

Available on the U.S. Department of Education website: https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/decision-letters-on-state-final-assessment-system/



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Evaluating Assessments - ID BOE - 2/17/21



Peer Review results: Example



External peer reviewers and Department staff carefully evaluated DDOE's submission, which included several assessments. Based on the recommendations from this peer review and our own analysis of the State's submission, I have determined the following:

- Reading/language arts and mathematics general assessments for grades 3-8 (Smarter Balanced) Meets requirements of the ESEA, as amended by ESSA.
- Reading/language arts and mathematics general assessments in high school (SAT) Substantially meets requirements of the ESEA, as amended by ESSA.

Substantially meets requirements means that these components meet most of the requirements of the statute and regulations but some additional information is required. The Department notes that while your State met more of the requirements related to State administration of the SAT, as compared to the initial peer review in 2018, *significant* concerns related to test design and alignment with State standards have not yet been addressed. Alignment to the State's challenging academic standards is critical to having a valid and reliable assessment system. The Department must see that the State has made substantial progress towards improved evidence of alignment of the SAT with the State's academic content standards in the next peer review or the Department will take additional enforcement action.

WORK SESSION - PPGA

States' processes for preparing for and responding to Peer Review



- Use templates and refer to guidance provided by USED
- Meet timelines given by USED
- Work closely with vendors to prepare documentation
- Typically consult with the state's TAC (technical advisory committee)
- May hire additional specialty technical help
- Ensure appropriate review and sign-offs



Other criteria

- Peer Review focuses on technical criteria, and some consultation/approval criteria
- Practical criteria
 - Budget
 - Time to administer
 - Time to develop
 - Infrastructure (e.g., technology, assessment literacy)
- Political criteria
 - Vision for assessment (more than federal?)
 - History of program (e.g., technology credibility) and vendors
 - Risk/innovation level
 - Etc.

ATTACHMENT 1



Comments, questions, discussion about criteria?



ATTACHMENT 1



Discussion of some key assessment issues





High school assessment topics

- What grade, if any, to test in high school?
- College entrance exam and/or state custom assessment?
- Use interim assessments to yield summative determination?



What grade, if any, to test in high school? - a

- Grade 9, 10, 11, 12
- One or more than one
- End of Course model

- Theory of action (rationale)
- Assessment quality criteria



What grade, if any, to test in high school? - b

- End of Course model
 - Students do not all take the same course (especially math) in grades 9, 10, 11, 12, but most end up taking Algebra 1, Geometry, Algebra 2 content
 - Devise end-of-course assessments that assess content as organized by course (e.g., Alg. 1/Geometry/Alg. 2 vs Integrated math 1, 2, 3)
 - Students take end-of-course when enrolled in that course (e.g., Alg. 1 in grade 8, 9, 10, etc.; CTE; AP/IB; dual-enrollment)
 - Especially useful if passing the end-of-course exam is tied to graduation or other student stakes (e.g., credit), because can handle retesting more easily
- Grade 9, 10, 11, 12
- One or more than one
- Theory of action (rationale)
- Assessment quality criteria



What grade, if any, to test in high school?

- Fnd of Course model
- More than one grade in high school
 - Practical: spread out testing, e.g., ELA in one grade, math in another
 - Split required content in domain, e.g., Algebra 1 in Grade 9, Geometry in Grade 10
 - Multiple grades needed to "align" fully to state content standards
 - Multiple purposes
 - Practice/precursor test and "real test" PSAT and SAT; early warning and high school summative. Typically early (grade 9 or 10) and later (grade 11)
 - Two different purposes e.g., state-aligned vs student use, college-entrance/ASVAB
- Grade 9, 10, 11, 12
- Theory of action (rationale)
- Assessment quality criteria



What grade, if any, to test in high school?

- End of Course model
- More than one grade in high school
- Grade 9, 10, 11, and/or 12
 - Enough to address (common) state content standards, e.g., "college/career ready"
 - Useful for school accountability
- Theory of action (rationale)
- Assessment quality criteria



What grade, if any, to test in high school?

- Comments, questions, discussion
- End of Course model
- More than one grade in high school
- Grade 9, 10, 11, and/or 12
- Theory of action (rationale)
- Assessment quality criteria

ATTACHMENT 1

College entrance exam and/or state custom assessment?



- SAT/ACT
- Smarter Balanced (placement vs. entrance)
- Other state custom assessment

- Theory of action (rationale)
- Assessment quality criteria
 - Can it pass Peer Review?

College entrance exam and/or state custom assessment? - b



- Comments, questions, discussion
- SAT/ACT
- Smarter Balanced (placement vs. entrance)
- Other state custom assessment
- Theory of action (rationale)
- Assessment quality criteria
 - Can it pass Peer Review?



Use interims to yield summative determination? - a

- Augmented interim (NWEA MAP) → summative determination
- IADA
- Interims inform (sort of) but don't contribute to summative determination
- System of assessments
- Theory of action (rationale)
- Assessment quality criteria



Use interims to yield summative determination? - b

Augmented interim → summative determination

		End of year
Summative test		NWEA MAP +

- + Administered near end of year
- + Had to be aligned/augmented (e.g., guarantee would cover all state content standards sufficiently)
- + Had to be aligned (i.e., could not go substantially "off-grade")
- Theory of action (rationale)
- Assessment quality criteria



Use interims to yield summative determination? - c

Innovative Assessment Demonstration Authority

	Time 1	Time 2	Time 3	End of year
Summative test	Part 1	Part 2	Part 3	Part 4

- Spreads the summative evidence gathering out during the year
- Allows more complex evidence, e.g., performance tasks
- May allow state summative assessments aligned with curriculum
- Does not include using the modular summative assessments to inform instruction during the year, in general, because such use would undermine the validity of summative interpretations
- Theory of action (rationale)
- Assessment quality criteria



Use interims to yield summative determination? - d

Summative and Instructional assessments

	Time 1	Time 2	Time 3	End of year
Instructional test	Interim 1	Interim 2	Interim 4	
Summative test				Summative

- Interim assessments intended to primarily inform instruction within year
- Results from interim assessment may be used to (sort of) inform where student starts on adaptive summative, but information isn't essential for summative determination
- System of assessments
 - Summative and instructional distinct but coordinated (e.g., NWEA developing in NE, GA; Smarter Balanced system of summative and multiple types of interims)
 - More attention to quality of interim assessments and (public) documentation
- Theory of action (rationale)
- Assessment quality criteria





Use interims to yield summative determination - e

- Comments, questions, discussion
- Augmented summative
- Distributed summative
- Coordinated instructional and summative
- Less coordinated instructional and summative
- Theory of action (rationale)
- Assessment quality criteria



Stable yet forward looking

- Support accommodations, and learner supports for assessment
- Adapt to assessment in pandemic times and changing technologies, conditions
- Choice made today will need four years to become operational (at least); should be in place for years after that to yield greatest benefits
- Theory of action (rationale)
- Assessment quality criteria

WORK SESSION FEBRUARY 17, 2021

ATTACHMENT 1



Discussion



ATTACHMENT 1



Thank you!



Brian Gong

bgong@nciea.org

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS FEBRUARY 17, 2021

TAB	DESCRIPTION	ACTION
1	BOISE STATE UNIVERSITY – ANNUAL REPORT	Information Item
2	IDAHO PUBLIC CHARTER SCHOOL COMMISSION – ANNUAL REPORT	Information Item
3	IDAHO BUREAU FOR SERVICES FOR THE DEAF AND THE BLIND – ANNUAL REPORT	Information Item
4	ACCOUNTABILITY OVERSIGHT COMMITTEE ASSESSMENT RECOMMENDATION	Action Item
5	K-20 EDUCATION STRATEGIC PLAN	Action Item
6	LEGISLATIVE UPDATE	Action Item

PPGA TOC Page 1

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS FEBRUARY 17, 2021

BOISE STATE UNIVERSITY

SUBJECT

Boise State University Annual Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.3.

BACKGROUND/DISCUSSION

This agenda item fulfills the Board's requirement for Boise State University to provide a progress report on the institution's strategic plan, details of implementation, status of goals and objectives, and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director.

IMPACT

Boise State University's strategic plan drives the university's planning, programming, budgeting, and assessment cycles and is the basis for the institution's annual budget requests and performance measure reports. Although the timeline for the university's prior strategic plan, Focus on Effectiveness, has lapsed, the goals of that plan continue to guide us as we prepare to begin the strategic planning process anew.

ATTACHMENTS

Attachment 1 – Boise State University Annual Progress Report

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Boise State University's annual report gives the Board the opportunity to discuss the institution's progress toward meeting strategic goals, initiatives the institution may be implementing to meet those goals, and progress toward the Board's student completion initiatives.

BOARD ACTION

This item is for informational purposes only.

February 2021

ANNUAL PROGRESS REPORT

2 STRATEGIC PLAN IMPLEMENTATION

33 INSTITUTIONAL DATA

36 OUR TRAJECTORY

42 ADVANCEMENT

43 collaborations

46 NEW FACILITIES



Context

Since providing our last Annual Progress Report to the Board, Boise State University, as all Idaho universities, had to plan, prepare for and operate in the face of a global pandemic. This began less than a year after welcoming Dr. Marlene Tromp as our seventh president. These historic events coincided with the expiration of our strategic plan, Focus on Effectiveness 2012-2020. We seized the opportunity, during this period of adversity, to learn new ways of serving our community and introduced those insights into our new plan with the goal of helping Idaho thrive and our students succeed.

STRATEGIC PLAN IMPLEMENTATION

Focus on Effectiveness and the Board's clear direction in Complete College America's (CCA) "Momentum Pathways Project" have given us clear guidance up to this point and our future strategic plan will be informed by the goals that preceded it.

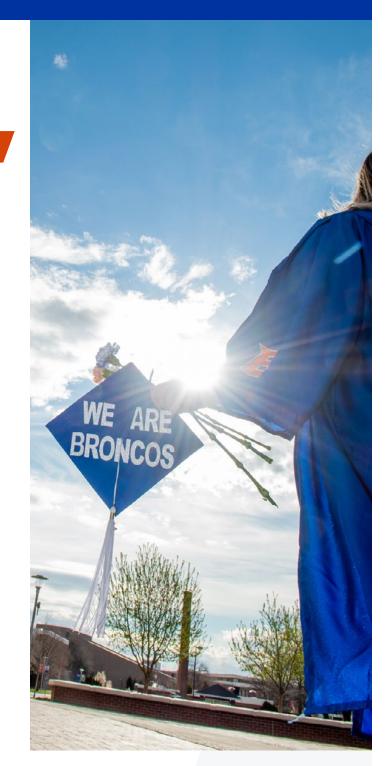
Goal #1: Create a signature, high-quality educational experience for all students.

UNIVERSITY FOUNDATIONS

Boise State's University Foundations (UF) program reimagined general education by providing a connected, multidisciplinary framework of learning from freshman year through senior year. This kind of work represents one of the innovations for which Boise State is nationally known: defying the boundaries between disciplines to help students think critically in new ways and to prepare them for life after graduation.

New innovations include:

- We provide all first-year students greater access to tenured and tenure-track faculty in smaller **University Foundations** 100 sections, which has proven to enhance retention.
- The General Education Committee, a subcommittee of the Faculty Senate, now exercises significant authority and oversight for the entire program. Department-based general education courses are subject to more stringent standards, resulting in a more cohesive and effective academic experience for students.
- Finishing Foundations, our capstone course for all graduating seniors, now includes a "making sense of college education" reflection assignment. It has proven effective in helping students articulate their knowledge and skills for life after graduation. Before students graduate, they have a guided experience that includes articulating their vision for the future, looking back at the skills and experiences they gained at Boise State, and naming specific next steps for reaching their goals.





boisestate.edu/strategicplan

BOISE STATE UNIVERSITY Annual Progress Report | 2

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS FEBRUARY 17, 2021 ATTACHMENT 1



One of the three recommendations in the Commission's 2019 re-accreditation report stated: "Document the assessment of all academic programs, and use the results of its assessments to inform academic and student-learning planning and practices (Standards 4.A.3, 4.B.2)."

Our recent framework and process for assessment of Program Learning Outcomes (PLOs), Program Assessment Review (PAR), was implemented in 2016-17 as a free-standing process utilizing a rigorous peer-review protocol in which academic units receive feedback on their assessments of learning from faculty outside of their program. The university completed its first three-year cycle of assessing all programs in 2018-19, and completed the first year of PAR evaluations of the second three-year cycle in 2019-20 using the newly revised PAR methodology.

The university had initiated a broad review of the PAR process in 2019, given the Commission's recommendation to continue to enhance assessment. Under the leadership of Institutional Research and working with faculty and staff committees, we made the following PAR revisions:

- 1. Integrating the PLO assessment with the University Learning Outcomes (ULO) assessment, in particular for General Education courses, to better align university assessment processes and increase efficiency and effectiveness of both PLO and ULO assessments.
- 2. Reviewing and revising curriculum maps, assessment templates, and rubrics.
- 3. Reviewing and redesigning resources, training, and support for faculty who participate in PAR.

The new PAR has more significant emphasis on continuous improvement and curriculum maps that include both PLOs and ULOs creating a more holistic view of the curriculum, and keeping the alignment of courses and ULOs at the forefront for departments. Most recent work focuses on creating an overarching set of assessment principles for the university that would encompass PAR and ULO/University Foundations assessment.



NEW ACADEMIC PROGRAMS

Boise State continues to expand its curricular offerings in targeted areas driven by an analysis of student, industry, and community demand, as well as by our research about where we can create new innovations that will enhance student learning, research, and positively impact our state and nation.

These exciting new programs will improve the delivery of K-12 in the state, prepare more students to serve in a rapidly evolving healthcare industry, ready our state and our students for a new tech economy, and increase not only our students' post-baccalaureate success but also the availability of a highly-trained workforce for Idaho.

Our **Triple Discipline** bachelor's degree allows students to combine almost any three undergraduate minors and certificates into a custom multidisciplinary degree that adds up to unique and attractive qualifications in the job market. This past year, the College of Arts and Sciences enhanced the Triple Discipline (3D) program by creating a faculty mentoring committee and launching an introductory 3D course.

NEW DEGREE-LEVEL PROGRAMS

Master in Public Health - Fall 2020

Bachelor of Science in Computer Systems Engineering - Fall 2021

Master in Teaching Secondary Education - Summer 2020

Master of Science in Accountancy Foundations - Fall 2020

Master in Teaching Elementary Education - Fall 2020

Bachelor of Arts in Inclusive Early Childhood Education - Fall 2020

NEW GRADUATE CERTIFICATES

Health Services Leadership: Data-Driven Decision Making - Fall 2020

 $\label{thm:lemma$

Health Services Leadership: Environmental Health and Social Justice - Fall 2020

Health Services Leadership: Health Management and Leadership - Fall 2020

Machine Learning - Fall 2020

Cybersecurity - Fall 2020

Data Science - Fall 2020

Instructional Technology Coaching - Fall 2020

Environmental Governance - Fall 2020

State, Local and Regional Governance - Fall 2020

Policy Research - Fall 2020

Accounting Foundations - Fall 2020

NEW UNDERGRADUATE CERTIFICATES

UX Design - Fall 2020

Biomedical Instrumentation - Fall 2020

Basque Cultural Studies - Fall 2020

Latinx Community Engagement - Fall 2020

Cyber Operations - Fall 2020

Biomedical Engineering - Fall 2020

Communication Management - Fall 2020

Community and Career Readiness Certificate - Fall 2020

Computational Mechanical Engineering - Fall 2020

Cyber-Physical Systems Security for All - Fall 2020

Data Science - Fall 2020

Energy/Environment - Fall 2020

Health Data Management - Fall 2020

HVAC/Building Systems - Fall 2020

Industrial Processes - Fall 2020

Materials - Fall 2020

Mechanical Design - Fall 2020

Mechatronics - Fall 2020

Media Content Management - Fall 2020

Public Health (online) - Fall 2020

Solid Mechanics - Fall 2020

Thermal-Fluids - Fall 2020

NEW UNDERGRADUATE MINORS

Ethics and Argument - Fall 2020

Rhetoric and Advocacy - Fall 2020

Health Data Management - Fall 2020

Writing for Change - Fall 2020

BOISE STATE UNIVERSITY Annual Progress Report |

Goal #2: Facilitate the timely attainment of educational goals of our diverse student population.

Boise State has invested significant effort and resources toward the achievement of this goal with tangible success, and we have intentionally aligned our efforts with the **Complete College America (CCA) Game Changer strategies**. The SBOE's adoption of Complete College America's "Momentum Pathways Project" has focused our work. In addition, CCA has recently brought considerable focus to the importance of reducing the equity gaps experienced between different student populations.

In addition, Boise State is a member of the Powered by Publics Coalition of the Association of Public and Landgrant Universities (APLU), which has a focus similar to that of CCA: increase the number of college graduates and close equity gaps.

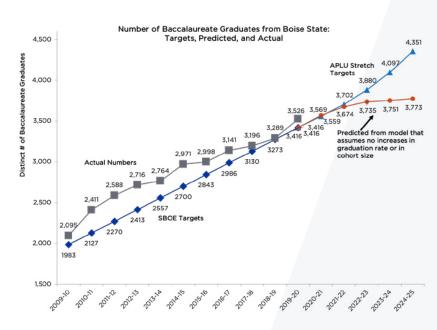
Our coverage of Goal #2 has four sections:

- 1. Overall progress relative to this goal.
- **2.** The importance of equity in college attainment why it's important, where Boise State stands in terms of equity, and what actions we are taking to achieve equity.
- 3. Student Wellness and Mental Health.
- **4. An update on "Game Changer Strategies"** our status, description of current activities, and plans relative to the six Game Changer Strategies that constitute the Momentum Pathways Project. Embedded within each of the Game Changers is a description of the challenges presented by the COVID pandemic and a description of actions taken to mitigate those challenges.

OVERALL PROGRESS

We are very proud to have played a key role in contributing to the college attainment rate for Idaho. The number of baccalaureate graduates from Boise State has increased every year over the past decade, with a stunning overall increase of 66 percent from 2009-10 to 2019-20. As a result, Boise State has exceeded the targets put forth by the SBOE in August 2010 as part of the overall strategy of achieving the state's 60 percent goal.

The SBOE targets, which spanned 2009-10 through 2019-20, galvanized Boise State's efforts to increase the number of students we graduate. A new set of targets resulted from Boise State's proposed contribution to the APLU's effort to increase the number of graduates nationwide; those targets are depicted in the graph to the right. The graph also shows that to achieve those targets will require a continued increase in the size of our incoming cohort and/ or a further increase in our graduation rate; without any increases, Boise State's annual number of baccalaureate graduates will level off at about 3.800.

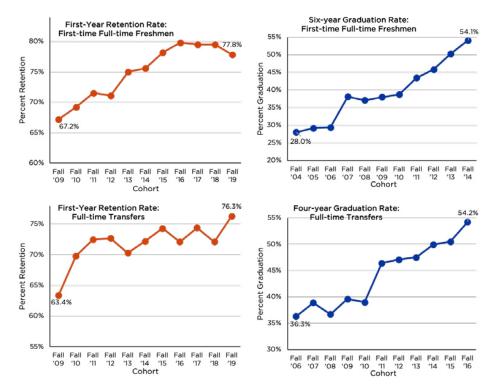


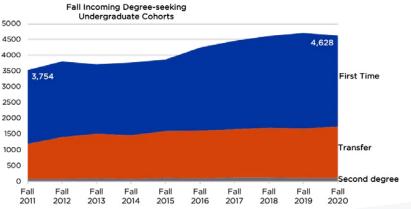
BOISE STATE UNIVERSITY Annual Progress Report | 5



PLANNING, POLICY AND GOVERNMENTAL AFFAIRS FEBRUARY 17, 2021 ATTACHMENT 1

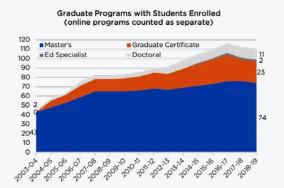
The increase in **baccalaureate graduates** has been, in large part, a result of substantial increases in Boise State's retention and graduation rates, as well as the number of students who enter the university, as shown below.

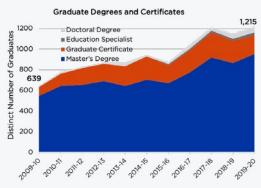




Graduate-level programs are also an important aspect of serving Idaho and Idahoans, and Boise State continues to develop a variety of new programs.

The number of graduates from those degree and certificate programs has nearly doubled over the last decade.







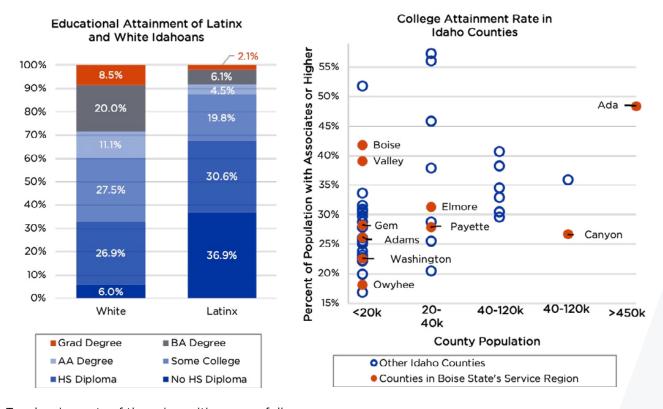
BOISE STATE UNIVERSITY Annual Progress Report | 6

EQUITY IN COLLEGE ATTAINMENT

As a public institution of higher education, a key aspect of the mission of Boise State is its work to increase the attainment of a college education by the people of the state of Idaho.

In Idaho, some groups have a substantially lower likelihood of completing college, especially those who are first generation, Hispanic/Native American, rural, and have a lower family income. Two examples are shown below. Whereas 40% of White Idahoans have an associate's degree or above, only 13% of Latinx Idahoans have that level of educational attainment.

The percentage of Idahoans with an associate's degree or higher varies widely from county to county, from less than 20% to over 55%. And in Boise State's 10 county service area, the percentage varies from 18% in Owyhee County to 48% in Ada County.



Two key impacts of these inequities are as follows:

- Education is key to providing Idahoans the opportunity to develop the talents and skills necessary
 for employment. Education can have a transformational impact on students (and their families) in
 terms of employment opportunities and upward economic mobility. Students from all backgrounds
 must have the same access to and support for pursuing a college education, or they miss out on the
 opportunity to develop those skills and talents, develop their full potential, and give back to our great
 state.
- Education is key to increasing the size and competence of the state's workforce, as is captured in Idaho's 60% goal. Increasing the rate of college attainment in all groups, especially those populations that are presently underrepresented populations, is the most impactful way to increase the size and competence of the workforce, and achieve our state's 60% goal.

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BOISE STATE UNIVERSITY Annual Progress Report | 7

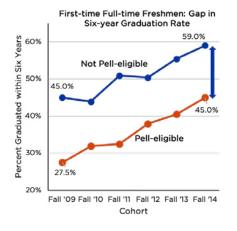
PLANNING, POLICY AND GOVERNMENTAL AFFAIRS FEBRUARY 17, 2021 ATTACHMENT 1

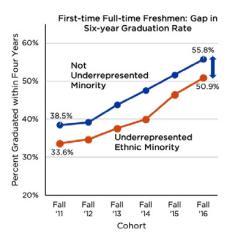
Boise State's ability to increase college attainment rates among all the underrepresented groups requires increasing the number of underrepresented students who enroll in college and increasing their success at graduating from college.

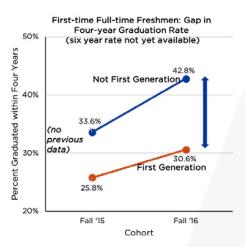
Although Boise State has made remarkable strides in improving retention and graduation rates over the past decade, we have not yet significantly reduced the achievement gaps between various groups of students.

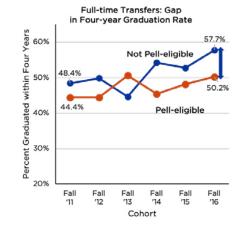
As shown in the figures, the gap for six-year graduation rate between Pell-eligible and non-Pell-eligible students is fourteen percentage points and seven percentage points for first time and transfer students, respectively. The gap for underrepresented ethnic minorities is four points and five points, respectively. Finally, the gap in four-year graduation rate of first-generation students is 12 points and five points, respectively. The impact of closing the equity gap on the number of graduates would be substantial. For example, closing just the gap between those who are and are not first-generation in the 4-year graduation rate would graduate 150 additional students each year.

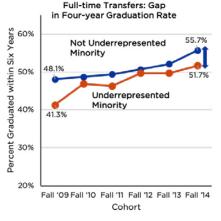
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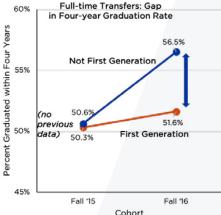








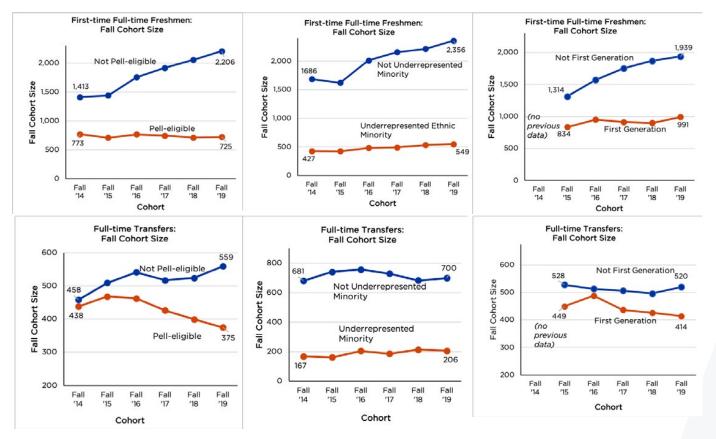






PLANNING, POLICY AND GOVERNMENTAL AFFAIRS FEBRUARY 17, 2021 ATTACHMENT 1

Trends in the numbers of underrepresented students enrolling at Boise State suggest ongoing issues of access to a university education. Data indicates that numbers for first-time, full-time Pell-eligible students, underrepresented minority students, and first-generation students are essentially flat, whereas numbers are increasing substantially over time for students who are not in these categories. For transfer students, the differences are less substantial, but do exist, especially for Pell-eligible students.



Boise State's work to address equity gaps includes a variety of actions, many of which are listed below:

- Increased need-based financial aid: In the last 18 months, the university has received nearly \$1.7M in gifts and pledges for need-based scholarships; of that, \$1M is for scholarships with an Idaho residency requirement. A key component of our need-based financial aid is our **True Blue Promise scholarship**, which has the goal of ensuring support for all qualified Idaho college students, eliminating the financial barrier to their success. Scholarships remain our highest fundraising priority.
- A focus on rural communities: In fall 2020, we launched the Community Impact Program (CIP).
 We engaged in dialogue with three communities McCall, Mountain Home and Payette to learn their educational needs. In response to those needs and in collaboration with local community and economic leaders, we are delivering a hybrid-format program.
 - Sixteen students of a variety of ages enrolled in the fall 2020 semester. They include students who are overcoming a variety of barriers: mothers of young children, military spouses, returning adults, and students returning after a "gap year." The goal is to enroll an additional 30 students for fall 2021.
 - Students received a scholarship that cut their per-credit cost in half.
 - There are exciting indications that the program has an impact on students beyond those enrolled:
 the go-on rate from these three communities increased by between 17 percent and 28 percent,
 whereas the go-on rate in four "control" communities (communities that are similar but are not
 part of the program) decreased by as much as 50 percent.

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- All students were enrolled in a course focused on entrepreneurship as part of the first year
 Community Impact certificate. Eight of them extended their learning and utilized mentoring by a
 faculty member from the College of Business and Economics beyond the end of the course.
 All eight students a stunning 50 percent of those enrolled in the program started new
 business ventures.
- The Apple Onramp program, designed to provide access to equipment and high-quality instruction using Apple's Everyone Can Code and Everyone Can Create curriculum, has been expanded to support each of the partnering communities via local libraries and one school district (Payette). Training for librarians and teachers started in summer 2020 and new equipment was deployed in fall 2020.
- The CIP program has created considerable interest among local business owners seeking advice from Boise State faculty members and community-based problem-solving from students in the program.
- <u>The Hometown Challenge</u> provides scholarship dollars for students to return home and create projects that give back to their local communities.
- Recruitment of students from underrepresented groups includes the following activities by the Office of Admissions:
 - Visited rural high schools to recruit rural students and provide them information about transitioning to Boise State, resources available to help them succeed, and an overview of oncampus jobs.
 - In addition to traditional college fairs and high school visits, actively engaged with community-based organizations whose mission it is to increase the go-on rate in populations that are underrepresented in higher education in our state, including the Diversity Network for Student Success, Refugee Student Support Network, and the Idaho Commission on Hispanic Affairs.
 - Collaborated with Idaho Commission on Hispanic Affairs and Boise State's student organization, Organización de Estudiantes Latino-Americanos, to host hundreds of Latinx students at the Hispanic Youth Leadership Summit and participated in Project: Dream for Tomorrow.
 - Hosted a one-day program targeting first-generation students with financial need and those from an underrepresented race or ethnicity designed to help students prepare for college.
 - Hosted a monthly Spanish-language radio show heard throughout the Treasure Valley in order to engage Spanish-speaking families and promote higher education and Boise State University.
 - Targeted communication to students from a variety of backgrounds to provide key assistance from the point of inquiry to enrollment.
 - Collaborated with educational partners like TRIO, AVID and Gear Up by providing special
 presentations, group visits and key admissions, financial aid and scholarship information that
 targeted the needs of each specific group. These educational partners also provide insight into
 individual students' personal, financial and academic needs, which is then used to personalize the
 service provided to students.
- **Faculty Development:** The Center for Teaching and Learning has enhanced opportunities for faculty members to become better teachers for the student population we now serve.
 - During a semester-long "Designing for Student Success" faculty learning community, faculty explore evidence-based strategies to support first-generation, low-income, and other underrepresented students to be successful. Two cohorts of about 10 faculty, most of whom teach lower-division courses critical for student success, have completed this experience. In the first cohort, nearly all participating faculty were more successful supporting students, as evidenced by smaller (or fully-closed) gaps in passing rates between majority students and those less likely to succeed (e.g., first gen, Pell-eligible, living off campus). Data from cohort 2 is not yet in. A third cohort will begin work in January 2021.



BOISE STATE UNIVERSITY Annual Progress Report | 10

- Boise State recently learned that we have been awarded funding from the APLU's Powered by Publics seed-funding competition to support collaborative projects. The project (Faculty as Change Agents for Equity and Student Success, \$22,000) will create a summer institute for faculty from across the Western Coalition fashioned after our local efforts and led by staff from Boise State's Center for Teaching and Learning in collaboration with leaders from the University of Hawaii.
- Workshops support faculty in implementing proven strategies, such as "Transparent Assignments" (see The Transparency in Learning and Teaching in Higher Education project: <u>tilthighered.com</u>), or gaining an understanding of the experience of first-generation students.
- Efforts by Boise State aimed at strengthening the social support network for vulnerable students include:
 - Launching a program in fall 2019 focused on first-generation commuter students. Roughly 900 students live off campus during their first year. Their retention rate is 71% compared to their on-campus peers at 83%. The program includes outreach and communication, peer mentor opportunities, and connection to resources.
 - Hiring a full-time **student success coordinator** to focus solely on our first-generation students, a group that encompasses many of our rural and underrepresented students.
 - Launching a **student success online portal** called "student life essentials." This resource is tailored to the ways students look for information. We continue to seek new ways to reach this new generation of students electronically and in face-to-face settings.
 - Initiating a student design team to explore first-generation student experiences. They partnered
 with student researchers to administer a study on rural student experiences and engaged a
 graduate assistant to help analyze the findings and create interventions to better support rural
 students.
 - Expanding the **food pantry** in partnership with the Idaho Food Bank, Albertsons and University Foundation to improve offerings and access of fresh foods.
 - Securing \$7M in 5-year renewable Department of <u>Education TRIO grants</u> for veterans and students with disabilities.



BOISE STATE UNIVERSITY Annual Progress Report | 11

STUDENT WELLNESS AND MENTAL HEALTH

An important element of the university's support of student success requires that we attend to the mental health and overall well-being of students, as well as the staff and faculty who support their growth and development. It is well documented that a large percentage of college students struggle with mental health issues, and Boise State students are not immune: activeminds.org/about-mental-health/statistics/.

In Idaho, data shows that white males are at a disproportionately high risk for suicide and we must support them and all students who enter our institution.

For medical providers at Boise State, approximately 40% of appointments are mental health related. In addition, the pandemic has increased stressors for students, staff, and faculty and has increased the need for mental health services.

Foundational work (Pre-COVID)

Even before the pandemic, Counseling Services had been working to address increased student needs. Remarkably, these increases in capacity were accomplished with no increases in staff.

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- Between FY18-FY20, appointments increased by 40.5%, an increase in 65 appointments per week.
- Wait times for scheduled appointments were decreased from 4-5 weeks to 3 weeks.
- The office created and sustained five new counseling groups.
- Additional efforts were focused on wellness, including BroncoFit's 8 Dimensions of Wellness.
- Held 120 outreach events, including guest lectures, training, and discussions. Developed partnerships
 across campus to create educational and preventive initiatives to address mental health and wellness
 from multiple angles.
- Launched an initiative to become "America's Healthiest Learning Environment" because we know that wellbeing is paramount to student success and their ability to graduate.
- Coordinated <u>BroncoFit</u>, a student and employee wellness program, utilizing staff liaisons in departments across the university and about 20 student staff. The BroncoFit program reached 9,000 campus community members in FY20, including after the wellness programs were moved to virtual formats.
- Propelled Boise State into prominence as a national thought leader by hosting over 700 participants from across the country in strategic dialogue to support student engagement and wellbeing through the **Project Launchpad Summit**.



Current efforts (in the midst of COVID challenges)

The pandemic has called upon us to attend to new and unique challenges facing students, staff and faculty. An October 2020 student survey (n=881) revealed that 87.06% of students were experiencing either increased or significantly increased stress levels and 61.68% of students felt lonely or isolated. It is important to note that the impact of *the pandemic is related to issues of equity, as the pandemic has had a disproportionately negative impact on those students who already have the fewest resources and are most likely to be marginalized in our educational system.*

Our response to these challenges include changes to meet individual needs and efforts to impact the campus culture so that everyone can play a role in supporting student well-being.

- Created COVID educational content; used social media to share messages with students. Student engagement with Health Services' accounts has increased exponentially.
- Pivoted to offering over 95% of Counseling Services via Telehealth through HIPAA-compliant Zoom sessions
- Arranged to provide services temporarily across state lines to students throughout the country while a declared state of emergency existed in the student's state of residence.
- Further increased Counseling Services appointments.
- Implemented both a staff therapeutic counseling group and a faculty therapeutic counseling group, due to increased demands on services by faculty and staff.
- Counseling Services Director has done 47 presentations to campus groups since July on coping with 2020 related stressors.

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- Engaged staff from across the university to provide outreach to students in quarantine or isolation (more than 100 calls per week); created and distributed 300 COVID care kits for students in isolation.
- · Formed a new Wellness Working Group, in response to a call from the President, with representatives from across campus. The group has distributed recommendations through campus town hall meetings and has made presentations about trauma-informed care to faculty and students.
- · Created Midday Mindfulness, a 10-15 mindfulness program offered four times each week for our entire campus community.

Future

Even after the pandemic subsides, challenges around mental health and well-being in Idaho will persist. We intend to leverage lessons learned during the pandemic to build a campus culture focused on wellness, so that students can gain the full benefit of their years as students at Boise State and reach their academic and career goals. To work toward this aspirational vision, we plan to:

- Embed the President's Wellness Working group into regular structures of the university in order to support a campus culture move toward a public health approach to wellness.
- Increase staffing in Health Services (medical, counseling, and wellness/BroncoFit) to support campus needs. The increased capacity of the past few years is not sustainable without additional resources.
- · Ensure fair compensation for current positions in order to retain and recruit high-quality staff.
- Integrate well-being into the curriculum so that every student learns the 8 dimensions of wellness principles (and all staff and faculty know how to support them).

CCA Game Changer #1: "Think 30"

Focus and Expected outcomes:

Students too often take fewer credits per semester (or year) than they could successfully complete, thereby prolonging their time in college and decreasing their likelihood of finishing. Boise State has implemented tactics to increase the number of credits taken per year and decrease the time to completion. We recognize and respect that some students with full-time jobs and families, for example, may be unable to attend school full-time. For these students, "Think 30" may not be appropriate.

Implementation of this strategy should result in more students who are able to attend full-time and graduate on-time (4 years, 120 credits). In addition, part-time students can accrue credits and graduate more quickly than they otherwise would.

Challenges of COVID:

- Higher rates of unemployment have resulted in fewer students being able to afford to attend college; lower-income students are particularly vulnerable. The result is slower progress to degree.
- The transition of many of our classes to remote/online has had two major impacts:
 - Learning remotely or online requires students to draw upon different skills to manage their time and connect with peers and faculty. This means that some students find navigating their classes more challenging.
 - Some students may have been reluctant to enroll because they had an unwarranted assumption that online/remote classes might be of lower quality or they may have known from past experience that they struggled in an online/remote environment.

BOISE STATE UNIVERSITY Annual Progress Report | 13



STRATEGIES TO MITIGATE THE CHALLENGES OF COVID:

- For the fall 2020 and spring 2021 semesters, the university suspended the typical \$30 per credit fee assessed on online courses.
- To help faculty to prepare for an uncertain fall 2020 semester, Boise State's eCampus Center and Center for Teaching and Learning partnered to provide extensive support for instructors preparing to teach online, remote, and hybrid courses. The Flexible Teaching for Student Success (FTSS) Initiative was focused on preparing faculty to teach in a variety of modalities and to be flexible with students facing numerous challenges during the pandemic. It consisted of three tiers, designed to provide faculty different ways of preparing, depending on their needs.
 - Tier 1 3-week online institute: 326 participants
 - Tier 2 workshops: 174 participants
 - Tier 3 help sessions/resources: 146 participants
- The staff hours utilized to support various aspects of FTSS (including planning, facilitation, and operations) totalled 4,183 hours
 - 44 staff and faculty facilitated sessions across Tiers 1-3
 - eCampus Center staff devoted an additional 1,350 hours of course development time to High Enrollment/High Impact (HE/HI) projects, which resulted in an additional 1,750 students enrolled in high-quality, online courses.
 - Overall satisfaction with different sessions of FTSS was high, ranging from 87% to 97%

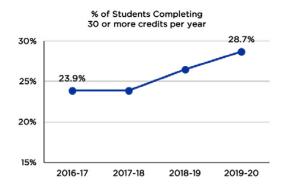


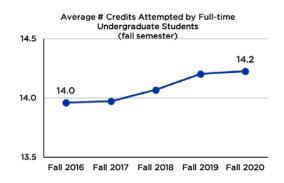


BOISE STATE UNIVERSITY Annual Progress Report | 14

Ongoing Activities and Current Status:

- **FINISH-IN-FOUR PROGRAM:** participating students sign a contract stating they will stay on their plan, and Boise State guarantees that necessary courses will be available to enable students to complete in four years. Budget cuts could impact our ability to provide these courses. **About 700** students participate.
- In summer 2019 and summer 2020, we discounted undergraduate per-credit cost of attending summer school by 20% compared with fall and spring semesters. We are also engaging a robust marketing campaign using a "Think 30: On Time On Track" message to motivate students to take summer courses as a way of reaching 30 credits for the full year. As a result of the discount and associated marketing campaign, the number of undergraduate credit hours taken in summer sessions increased from 26,932 in 2018 to 29,015 in 2019 to 34,352 in 2020, for an overall increase of 4,650 credit hours or 15%.
- Expansion of need-based scholarships (as described above in the equity section) will help a key reason that students (especially low-income students) take fewer than 15 credits per semester is that they must work.
- As can be seen in the graphs below, there has been a modest increase in students completing 30 credits per year and in the average credits per semester.





PLANS

The COVID pandemic resulted in the delay of our development and implementation of a multi-threaded "Think 30" marketing campaign. We will restart our efforts in the near future.

Implement a Customer Relations Management solution that will facilitate identification of students who are not on track to accumulate 30 credits in a given year, providing an opportunity for earlier intervention, which is more likely to help us impact student success.



CCA Game Changers #2: Math Pathways and #3a: Co-requisite Support for Mathematics

Focus and Expected Outcomes:

- Optimize the ways that students progress through mathematics requirements, including non-STEM pathways, thereby minimizing the negative impacts of changing major and transferring among institutions
- Replace remedial math courses with credit-bearing gateway courses that provide supplemental support. Hasten completion of general education math courses to reduce student attrition and time to degree.

Additional Boise State Expected Outcomes:

- Build student self-efficacy for learning mathematics.
- Increase success in subsequent math and STEM coursework in support of students pursuing degrees that rely on Calculus.

Challenges of COVID:

- Boise State's pre-COVID model for early math typically had one day of class in the computer lab with teaching assistants available to provide immediate help and one day of class spent in groups of four solving problems. However, neither format works well given the requirements of physical distancing.
 It is particularly challenging to have effective face-to-face interactions in a classroom that holds 40 students in a physically distanced format.
- The building of self-efficacy is much more effective when based on face-to-face interactions. However, physical distancing puts constraints on the ability of instructors to interact face-to-face with their students. Similarly, tutoring is much more effective in a face-to-face format.

STRATEGIES TO MITIGATE THE CHALLENGES OF COVID:

- Classes were redesigned so that (i) students now engage in computer time on their own, with help available via remote conferencing with the instructor. (ii) Each class of 40 was divided in half and each group of 20 works on problems in a whole-class format.
- Tutoring: We maintained a smaller face-to-face component of tutoring, moving many of our tutoring hours to remote to better support students in remote classes and situations.

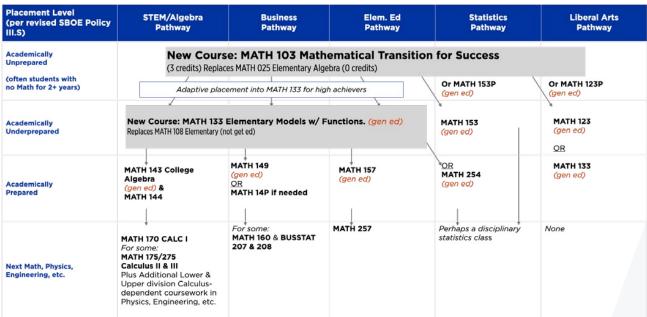


BOISE STATE UNIVERSITY Annual Progress Report | 16

Ongoing Activities and Current Status:

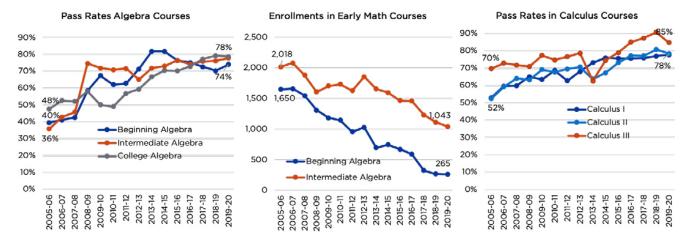
- We currently have five math pathways that serve the vast majority of students well. The diagram
 below shows what courses are appropriate for each of the groups of students identified by revised
 SBOE policy III.S: Academically prepared, underprepared, and unprepared.
- We have developed a new credit-bearing course, MATH 103, that will serve students who had
 previously taken MATH 025. Those students typically have very little confidence in math and often
 have not had a math class for several years. They are best served by a course that builds selfconfidence and basic math skills. We expect this will be a factor in increasing student success overall,
 as math is often a barrier course for students.
- We have created a new course, MATH 133: Modeling and Functions, to simultaneously serve as a
 general education math class for students who would typically pursue Math for Liberal Arts and as a
 stepping-stone for students pursuing STEM or other fields. This course replaces MATH 108, which was
 not a general education course; therefore, all students are now able to complete a general education
 math class by their second semester.

Boise State's Math Pathways



Our Math Learning Center (MLC) employs an adaptive placement model, delivering lower-division
math courses through an enhanced "modified emporium" model that has resulted in substantial
increases in student success in early math. Fewer repeats (because of higher success) and a better
placement strategy have resulted in dramatic decreases in the number of students needing to take
early math courses. Greater success in early math and a focus on self-efficacy have resulted in
substantial increases in success in subsequent math courses.

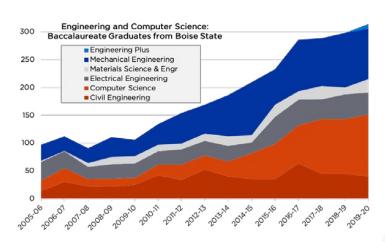




 Boise State recognizes an important distinction between two sets of pathways: For the STEM, business, and education pathways, success in subsequent math and math-dependent courses is

paramount. It is not desirable to rush a student through a course without providing a solid foundation for downstream coursework. Conversely, for the Liberal Arts or Statistics pathways, the primary objective is to provide a general education math course.

To the right is a graph that depicts the increased number of graduates from our Engineering and Computer Science programs, all of which depend heavily on the solid foundation provided by our math courses.



PLANS

- Continue to assess the effectiveness of MLC's operation, including MATH 103 and 133, and adjust as necessary.
- Evaluate the clarity of the connection of math pathways to degree programs to ensure that the pathways assist students in determining what math they should take. Work with advisors to clarify the pathways.
- Compare the effectiveness of two corequisite models for MATH 123. One is the typical model for a
 corequisite, adding extra support and an extra credit to the MATH 123 class, resulting in MATH 123P.
 The second is a "pre-P" model in which the student would take MATH 103 the first seven weeks of
 the semester to provide a solid foundation for taking MATH 123 in the second seven weeks.
- Analyze and assess current funding mechanisms for the MLC. The improvements in student
 progress described above have had the foreseeable but unintended consequence of reducing the
 funding base for the center, which threatens to undermine the established successes. A different
 funding model is required to put the program on firmer budgetary footing and ensure its long-term
 success.
- Share practices with other state institutions.

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CCA Game Changer #3b: Co-requisite Support for English

Focus and Expected outcomes:

Replace remedial English courses with gateway courses that provide supplemental support in the form of a "P" corequisite studio for students who need it. Hasten completion of general education English courses to reduce student attrition and time to degree; build student self-efficacy in writing.

Challenges of COVID:

• Boise State's English 101 has a cap of 25 and the "P" corequisite studio has a cap of 9. In both cases, first-year students are able to have substantial valuable interaction with a faculty member in a small class. However, because of COVID, nearly all sections were switched to remote/online, thereby reducing face-to-face interactions.

STRATEGIES TO MITIGATE THE CHALLENGES OF COVID:

- All faculty who had not received earlier EQIP/online pedagogy training completed the Center for Teaching and Learning's Summer Institute for Flexible Teaching.
- Instructors were encouraged to increase flexibility (in an already flexible program) and to streamline instruction wherever possible.
- While fall 2020 was an incredibly challenging semester, many faculty reported an even higher connection with students.

Ongoing Activities and Current Status:

- Our First Year Writing Program designed a web-based writing placement tool for students called
 "The Write Class" that has been adopted by colleges and universities around the country.
- We **eliminated English 90**, our zero-credit remedial course, in 2009 and implemented a pure corequisite model in English 101-P. "P" stands for "plus," a one-credit, one-hour per week writing studio where students get hands-on support from trained writing coaches. Success rates for 101-P are virtually identical to those for the traditional 101 class, and success rates in the follow-on class (English 102) are also virtually identical for both populations. For example, of students who initially enrolled in English 101P in fall 2019, 76% have already completed English 102. Of the students who initially enrolled in English 101 in fall 2019, 73% have already completed English 101. While there is some variation from year to year, this overall pattern has been consistent since we transitioned to English 101P.
- The combined success of English 101P and The Write Class have meant that the Boise State First-Year Writing Program is seen as a model of faculty-led curricular revisions that positively affect student success rates. These results have been shared at a number of state-level Complete College America events as well as in several peer-reviewed publications and an edited special issue of Composition Studies on equity and access in corequisite writing courses.



PLANS

- The most pressing need in first-year writing (English 101, 101P, and 102) is for stable, teaching-intensive faculty positions. A reasonably compensated, highly-trained labor force that specializes in first-year writing instruction enhances the strong contributions that first-year writing makes to student retention initiatives. We need to increase the size of that workforce. Therefore we will create a comprehensive funding plan for first-year writing.
 - English 101P is now seen as a very positive initial experience for first-year students, one that combines immersion in academic work with additional support. The course is particularly valuable for students in high-risk groups for whom the immersion and support has a disproportionately positive impact. However, the interest in this course exceeds the number of seats we can make available to students, and we have been unable to accommodate those who place into 101 but would prefer the additional support provided in 101P. We will explore the possibility of funding additional lecturer positions to enable an expansion of the availability of English 101P beyond those who typically enroll.
 - We also will explore funding additional lecturer positions for English 101 and 102 so as to provide more students with instruction from stable, teaching-intensive faculty.
- Continue to assess the effectiveness of the First-Year Writing program and make adjustments as necessary.

CCA Game Changer #4: Momentum Year

Focus and Expected outcomes:

- Clarity of post-graduate (career) path results in students settling on a major earlier in their academic careers, thereby reducing the impact of switches in major.
- Use of "meta-majors" simplifies navigation, thereby increasing likelihood that students sign up for correct courses in the first place and reducing the loss of progress that may result from changing majors and transferring among different majors and institutions.
- Early progression (30 credits per year and early completion of math and English) to degree increases overall rate of progress.

Additional expected outcomes:

- Promote early academic success: higher pass rates in early coursework (including but not limited to math and English) are an important driver of retention and graduation.
- Increase the ability of students to understand and articulate the value of their degrees and of cocurricular experiences, enabling students to better wield the skills and knowledge gained during their college career.
 - Foster deeper engagement of students with their college career as a result of reflection on how coursework and co-curricular experiences affect what they "know, do, and can become."
 - Teach students to articulate the value of degrees that do not have a particular professional outcome, e.g., a liberal arts degree. CCA logic is that only a tie to a career will motivate a student. However, roughly half of the bachelor's degrees we award do not tie directly to a career, and

B

BOISE STATE UNIVERSITY Annual Progress Report | 20

those graduates need to recognize the value of skills and the ways of thinking that also are acquired through degrees like history, English and philosophy. It is important to recognize that students are motivated by their passions as well as by career pathways.

• Help students understand the value of becoming a <u>college graduate</u>, fully prepared to pursue their aspirations with vigor and aware of the competencies they have acquired that can lead them to variety of career pathways.

Challenges presented by COVID:

- New challenges faced by some students at home, at work, and in school, have, in some cases, undermined progress through a college degree to a career.
- Similarly, students who had been anticipating on-campus life with face-to-face classes and activities may have been tempted to delay enrolling in college until the pandemic has ebbed.
- Our Learning Assistants Program provides peer-to-peer support in high fail-rate classes. The
 program works effectively as a face-to-face program, which was not possible in its current
 configuration during the pandemic.

STRATEGIES TO MITIGATE THOSE CHALLENGES:

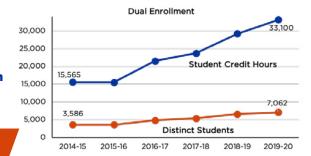
- We developed the "Bronco Gap Year" program to give students a low-cost opportunity to make academic progress and benefit from the guidance of a faculty mentor, even if present circumstances prevent them from being enrolled full time. While developed for students transitioning from high school, nearly 75% of those enrolled in the program in fall 2020 are current Boise State students. These students utilized the opportunity to explore major and career options with significantly reduced costs. The program is serving both as a recruitment and retention tool.
- The Learning Assistants program made a rapid change to a remote modality to keep the program functioning. Training of learning assistants was changed to enable the offering of an entirely webbased academic support program. In fall, all sessions were held on the Zoom platform and, as a secondary outcome, we increased access to the program by doing so.

Ongoing Activities and Current Status:

- We have developed six meta-majors/areas of interest that largely correspond to current colleges or math pathways. They include Business, STEM, Education, Arts and Humanities, Social Sciences, and Health. We primarily use meta-majors as "undeclared pathways," which have been implemented in advising of new, incoming undeclared students at the point of orientation and registration.
- To give students a better understanding of careers, we are increasing information flow to students
 about majors and encouraging students to actively contemplate their futures. In addition, we aim to
 facilitate reflection about how coursework and co-curricular experiences will affect what the student
 knows, can do, and will become.
 - Although the university has a long history of programs and initiatives that address career
 education, we are implementing a new university-wide strategy to bolster a student's
 knowledge, skills and disposition toward "Make a Living and Make a Life" far beyond
 graduation.



- <u>Major Finder</u> is a web application that helps prospective and current undergraduate students gain information about the degree programs that Boise State offers. It includes information about the careers that can be pursued by a graduate.
- <u>Career Pathways</u> dashboard enables exploration of majors to careers based on degree level, major field of study, and career outcomes. Conversely, one can also select a career outcome and see the fields of study that individuals came from.
- We continue to increase early academic success
 through our Learning Assistants program, which
 provides support in high fail-rate courses with
 embedded peer-to-peer support that has made
 asking for help a normalized activity, rather than a
 rarefied trip to a tutoring center. In addition, our Math
 Learning Center and First Year Writing program put
 particular emphasis on the success of students.



- DUAL ENROLLMENT programs are one way to gain early momentum toward a degree. Boise State's numbers have increased substantially over time, as shown to the right.
- **Finishing Foundations:** Every student at Boise State takes a Finishing Foundations course in their senior year, and every one of those courses now requires that students engage in a culminating reflection assignment. Therefore, before students graduate, they will have a guided experience that includes articulating their vision for the future, looking back at the skills and experiences they gained at Boise State, and naming specific next steps for reaching their goals.
- A Student Leadership Team focused on developing resources aligned with the Beyond the Major reflective framework: purpose, opportunity, and narrative. They identified three key factors that are necessary for students to engage in meaningful reflective work: peer mentorship; feedback; and articulation and translation. They produced a "Campus Field Guide to Reflection" to serve as a resource.
- The Storyboard project is grounded in the belief that students experience their education with a stronger sense of purpose and ownership if they are actively building their story throughout their time at Boise State. In addition, students who can articulate the value of their degree are better positioned for success in the job market. A team of faculty and staff collaborated on research, data collection, and programmatic innovation, and they developed and tested strategies for integrating reflective practices and storywork across disciplines.
 - The Storyboard team created a Resource Guide for faculty that synthesizes theory and best practices in five core areas: Inclusivity, Narrative Thinking, Reflective Practice, Integrative Learning, and Articulation. <u>guides.boisestate.edu/storyboard</u>
 - Each Storyboard team member developed an area-specific project that integrates reflection
 and articulation across programs and experiences. Project descriptions and materials will be
 showcased on the Storyboard website beginning spring 2021: boisestate.edu/beyondthemajor/storyboard/
 - The Storyboard Mobile App will be launched in spring 2021. It creates a digital space where Boise State students can capture and compile their experiences and work on reflective practice through guided prompts.



BOISE STATE UNIVERSITY Annual Progress Report | 22

PLANS

- Explore ways to integrate reflective practices throughout the curriculum to augment what is now done in Finishing Foundations.
 - Consider distinct milestone courses, in addition to Finishing Foundations, where reflection is baked into the student experience.
 - Consider integrating reflection into the Program Assessment Report curriculum mapping
 process so that faculty members can better take a holistic approach to embedding reflection in
 the curriculum.
- Consider an integrative approach to General Education that would bundle courses into clusters, pathways, or minors.
- Give students, advising staff, faculty, and academic leaders better access to high-quality and highly
 usable career data for purposes of curriculum development and enhancement (by faculty and
 academic leaders) and building data-informed, career-oriented academic plans (by students and
 advisors).

CCA Game Changer #5: Academic Maps and Proactive Advising

Focus and Expected Outcomes:

- Offer full-program academic maps to provide a clear and relevant path to graduation, including
 default sequence of courses, identification of milestone courses, and alignment to math pathways
 and career interests.
- Provide proactive advising to create and enhance mechanisms to help students remain on track with their academic maps.
- As a result, there should be increased rate of degree progression, fewer wasted credits, and lower attrition.

Additional Boise State Expected Outcomes:

 Increased progress to degree will result from streamlined curricula — less complexity and removal of unneeded requirements.

Activities and Status:

- Academic maps have been developed for all majors which list courses critical to each program's curriculum. Virtually all of these plans feature required English, Math and University Foundations courses to be taken in the first year.
- Those degree plans are available to students and their advisor in the software package "Degree Tracker." Several colleges make use of Degree Tracker.
- Proactive Advising:
 - · All new students must, during their first year, receive advisor approval for their course schedules.
 - In the College of Business and Economics, students must receive approval to register throughout their college careers to help ensure timely graduation.
 - Changing to high-intervention majors requires consultation with an advisor.

B

PPGA TAB 1 Page 23

BOISE STATE UNIVERSITY Annual Progress Report | 23

PLANS

- In early 2021, hire a staff member with the responsibility of ensuring that the academic maps in Degree Tracker and Major Finder are updated and accurate. As a result:
 - Advisors can query Degree Tracker for lists of students who are off-track, giving them the information necessary to intervene.
 - Engaging in the critical work of ensuring accuracy will enable us to create a strong expectation
 on the part of students, advisors, and advising faculty to utilize Degree Tracker. Our goal is
 universal use by advisors and students.
- Develop ways to forecast the future schedule for the offering of courses, thereby providing greater predictability to students about required courses.

CCA Game Changer #6: A Better Deal for Returning Adults

Focus and Expected Outcomes:

Facilitate college attendance/completion for adult learners by leveraging modalities and schedules that accommodate life responsibilities; award more credit for prior learning; market to those with some college but no degree (often called "completers").

More adult completers at reduced financial and opportunity costs.

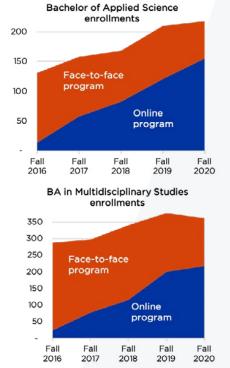
CHALLENGES OF COVID AND MITIGATION STRATEGIES:

 Boise State was well situated to support Adult Students through the pandemic via high-quality online programs, purposely built for them. The well developed, fully online courses and programs offered by Boise State allowed seamless adjustment to the pandemic. Marketing, recruitment, and communication strategies were already in place, and no notable impact was experienced for these students. In fact, enrollment grew throughout the year.

Ongoing Activities and Current Status:

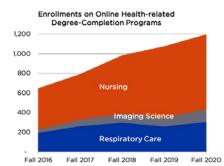
- For several years we have offered two degree-completion programs in both face-to-face and online formats that are specifically designed to the needs of returning adult learners: Bachelor of Applied Sciences (BAS) and BA in Multidisciplinary Studies (MDS).
 - Both BAS and MDS include a one-credit Prior Learning
 Assessment (PLA) preparation course designed to help students convert their prior experience into relevant college credits.
 - Both BAS and MDS are highly flexible and customizable to meet the specific needs of individual students.
 - Both BAS and MDS offer "concierge level" holistic student support services, from intake to program design to academic coaching within courses.
 - Enrollments and graduates have climbed steadily for both programs.

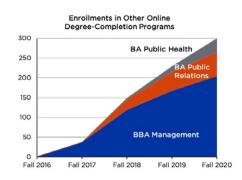
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BOISE STATE UNIVERSITY Annual Progress Report | 24

 We have developed several additional online degree-completion programs to meet the needs of adult learners. One set of programs targets health care professionals who possess an associates degree: Bachelor of Science in Imaging Sciences, Bachelor of Science in Nursing, and Bachelor of Science in Respiratory Care. The other set targets a broader audience: BBA in Management, Bachelor of Arts in Public Relations, and Bachelor of Arts in Public Health. Enrollments in all are increasing (see graphs).







- We offer the Online Degree Pathway that enables adult degree-completion students to finish
 general education and prerequisite coursework before entering one of our online degree-completion
 programs. As the graph shows, enrollment has increased substantially.
- Boise State has been accepted as a partner for the Air Force General Education Mobile initiative, which will facilitate acceptance of military experience and technical credits into the BAS program.
- Our Military Tuition Assistance Promise program buys down the gap between traditional online tuition/fees and standard, Federally Approved Tuition Assistance. This "gap coverage" allows active duty, guard, and reserve members to maximize their tuition benefit without additional out-of-pocket expenses.
- **BroncoReconnect** is an ongoing effort to re-engage and re-enroll students who have stopped out of Boise State. The program provides these students with a guided pathway back into the institution using the same high-touch concierge-level support provided in the MDS and BAS programs.
- We have hired a full-time Clinical Experiential Learning Faculty member beginning FY20 who teaches
 the one-credit Prior Learning Assessment preparation course described above and facilitates other
 PLA support for students in all majors. In fall 2020, 44 students used their prior experience in place
 of 136 classes.

PLANS

- Our Community Impact Program, which was discussed in more detail above in the Equity section, serves adults by targeting coursework and programming to the specific needs of Idaho communities. It began in fall 2020, and in the future will be expanded to additional communities.
- We are developing an "Experiential Learning Framework" (ELF) that will integrate a significant
 amount of Experiential Learning credits into the curriculum and thereby reduce the cost to
 students because the learning is taking place outside of the classroom. ELF is being integrated
 into a new Bachelor of Science in Cyber Operations and Resilience program that is in the program
 review pipeline.
- Continue to monitor existing programs and develop additional ways to support returning adults.

 There are many adults in Idaho who can benefit from achieving a college education.



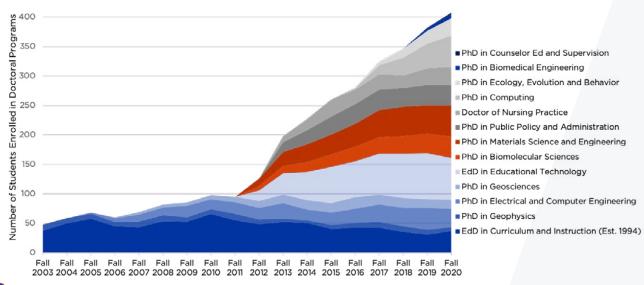
BOISE STATE UNIVERSITY Annual Progress Report | 25



Goal #3: Gain distinction as a doctoral research university.

At the core of Boise State's critical service to the community, state and region has been the creation of successful and impactful doctoral programs. **Over the past decade, Boise State has created nine new doctoral programs:** Ph.D.s in Materials Science and Engineering; Biomolecular Sciences; Public Policy and Administration; Ecology, Evolution and Behavior; Computing; and Biomedical Engineering; Counselor Education and Supervision; an Ed.D. in Educational Technology; and a Doctor of Nursing Practice.

The following figure shows the growth in the number of doctoral programs and growth in the number of students enrolled in those programs. The number of doctoral graduates has increased more than four-fold from 2012-13 to 2019-20.

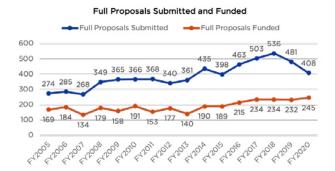


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BOISE STATE UNIVERSITY Annual Progress Report | 26

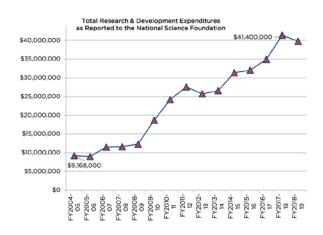


Boise State has fostered a steady increase in proposal submissions and in the number of globally competitive research awards — an increase of almost 50 percent — over the past 15 years. Even more remarkable is the dramatic increase in research funding dollars awarded to the university. From FY05 to FY19, total Research and Development Expenditures have increased four-fold, from \$9 million to \$39.8 million.



Despite the challenges presented by COVID-19 to the campus research community, Boise State University's research awards have continued to grow. To date, fiscal year awards for 2021 are up \$4.6 million from fiscal year 2020 and up \$10.8 million from fiscal year 2019 for the July through November time periods.

Awards support Boise State's path-breaking research across colleges and schools to impact a wide array of ongoing challenges. Currently funded research ranges from election cybersecurity, to evaluating farmland conversion impacts in the Treasure Valley, to better understanding the earthquake that shook the region in March, and to revolutionizing aerospace manufacturing.



These awards not only support faculty in conducting research, but ensure that Boise State's students gain first-hand educational experiences and opportunities to prepare them for professional success and workforce placement, and permits our students to engage in the critical work of knowledge creation — experiences that will impact their ability to innovate and lead in the world beyond their graduation.

Creating research-intensive graduate programs, especially doctoral programs, and recruiting active research faculty to the university has helped advance not only our students, but Boise, the state of Idaho, and, more broadly, the world by fostering discovery and innovation.

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Goal #4: Align university programs and activities with community needs.

President Tromp brings with her an ethic of "caring for our community" to Boise State.

This ethic has strong roots on our campus, and we embrace the opportunity to imagine and implement new ways in which we can better serve the various communities within our sphere of activity.

In 2006, **Boise State was one of only 76 universities in the nation** initially selected by the Carnegie Foundation as a Community Engaged Institution. That classification was renewed in 2015 in recognition of the myriad ways that Boise State actively works to align with the cares, interests, and activities of our local and state community. This commitment to service has been, and continues to be, a defining feature of the university.

Located in the School of Public Service, **Idaho Policy Institute's students, faculty, and staff** partner with governmental and non-governmental organizations across Idaho to conduct research on matters of public interest. Examples of recent research efforts include:

- Working in conjunction with the State Board of Education and Department of Education to report
 on the third annual external evaluation of the state's Literacy Intervention Program considering: (a)
 program design, (b) use of funds, and (c) program effectiveness.
- An ongoing evaluation of Idaho Department of Health and Welfare's (IDHW) Treatment and
 Transitions (TNT) Program, which serves individuals with severe mental illness and/or a co-occurring
 disorder who are experiencing homelessness or housing instability.
- The annual Idaho Public Policy Survey, which seeks to understand Idaho residents' opinions regarding priorities and issues facing the state, including education, COVID-19, budget and taxes, and criminal justice.
- Partnering with Idaho Commission on the Arts to examine implementation of a creative district in the West Central Mountains in order to expand economic development opportunities in the region.

We are proud that Boise State has had a longstanding commitment to develop academic programs at every level that can be completed fully online — a profound way to support our rural communities. Today, Boise State offers **62 degrees and certificates in a fully-**

online format at the undergraduate and graduate levels.

THOUSANDS OF IDAHOANS HAVE ENGAGED WITH THESE PROGRAMS.

Nearly two-thirds of fully online students reside within Idaho's borders, and many online students residing outside of Idaho are residents of the state who are geographically displaced due to military service or other commitments. We also see the return on serving Idahoans and out-of-state students in their potential to build and maintain lifelong connections to Idaho that help the state thrive.



Carnegie Foundation

degrees and certificates in

a fully-online

format at the undergraduate

and graduate

levels





In fall 2020, we launched the **Community Impact Program** (CIP), which initially involves a partnership with three communities (McCall, Mountain Home, and Payette) and collaboration with community and economic leaders to identify the greatest educational needs and deliver a hybrid-format program to serve each community. Sixteen students of a variety of ages enrolled in the Fall semester, and the goal is to enroll an additional 30 students for fall 2021.

All students enrolled in a course focused on entrepreneurship as part of the first year Community Impact certificate. Eight of them extended their learning and were mentored by a faculty member from the College of Business and Economics beyond the end of the course, which resulted in new business ventures that are in various stages of start-up.

Boise State is also responding to the contemporary healthcare needs of rural and urban communities by offering a 21-week **Value-Based Healthcare certificate** (non-credit bearing) for practicing professionals, delivered in a mostly online format that includes one day of in-person work. The College of Health Sciences' workforce development program in value-based health care welcomed its first cohort in January 2020. In the same year, the program received a Workforce Development Training Fund Industry Sector Grant from the Idaho Workforce Development Council to fund scholarships.

While the entire country is adopting value-based payment models, each state is implementing laws, policies and processes on its own. Unfortunately, Idaho lags behind the nation in adopting value-based payment models; Idaho has a 29 percent rate for value-based payments while the national rate for value-based payments is 50 percent. It remains much more challenging for rural providers, hospitals and clinics to implement value-based payment models, and 35 of Idaho's 44 counties are rural.

Grant scholarships are awarded to rural healthcare provider organizations and individuals to complete Boise State's Value-Based Healthcare Certificate program. The program educates students about the adapting methodology and regulatory environments in healthcare.



BOISE STATE UNIVERSITY Annual Progress Report | 29

This past spring, Steve LaForte, director of strategic operations and general counsel for Cascadia Healthcare, participated in the first cohort of the certificate program with several colleagues from Cascadia's executive team. They completed the program in August 2020. As he noted,

"It has absolutely prepared us to engage change in a more meaningful way ... the Boise State program has strengthened my grasp of the issues and challenges, and how we best adapt to create meaningful change in these areas."



The popularity of the certificate has increased with each cohort. The spring 2021 cohort is currently full, including 30 scholarships, and there is a waitlist for the fall 2021 cohort, which will start in August.



Boise State builds certified COVID clinical lab on campus

Unlike many universities across the country, Boise State was able to remain open for in-person classes throughout the fall semester. Part of this success is due to a new and growing clinical lab on campus that allows the university to test students, faculty and staff, and student-athletes, and more recently, first responders, teachers and other community members — and typically provide same- or next-day results. Not only is the Clinical Laboratory Improvement Amendments (CLIA)-certified lab helping to keep campus open, but it is also adding much needed lab capacity to southwest Idaho.



Boise State
has been
innovative
— helping
businesses,
health-care
providers and
many more—
and committed
to serving our
communities
during the
COVID crisis.

BOISE STATE UNIVERSITY Annual Progress Report | 30



Goal #5: Transform our operations to serve the contemporary mission of the university.

Our ongoing efforts include institutionalizing **Program Prioritization** through the implementation of a **Responsibility-Centered Management** (RCM)-style budget model ("BroncoBudget 2.0"), and our development of **Department Analytics Reports** (DAR) provide extensive, actionable data to department chairs, deans, and other academic decision makers.

Program Prioritization, a formal process required of all four-year institutions in Idaho by the State Board of Education on a five-year basis, is currently underway on Boise State's campus. This structured process is designed to increase alignment of resources with mission and the strategic plan and priorities of an institution, and help the university make informed decisions through conducting a careful evaluation of programs and services.

Objectives of Program Prioritization at Boise State include:

- 1. Introduce a process that will help:
 - a. Result in meaningful changes at the university.
 - b. Enable academic leaders to make informed decisions.
 - c. Satisfy the SBOE's requirements for Program Prioritization (Policy III.F October 2019).
- 2. Use a process that is consistent, fair, transparent and well-communicated; and builds on existing practices as applicable and relevant.
- 3. Pay attention to the context of the university and the external environment.
- 4. Look beyond individual programs and identify university priorities holistically.
- 5. Pay attention to initiatives already underway.
- 6. Continue to refine our continuous improvement processes and efforts.



BOISE STATE UNIVERSITY Annual Progress Report | 31







A small coordinating committee with representatives from Academic Affairs and administrative and support units facilitates the Program Prioritization process. This coordinating committee is charged with providing consistency and connection across the university; communication to campus; developing and reviewing methodology for all programs (including determining criteria and weights; and developing metrics and survey intake forms to gather qualitative information). The coordinating committee is currently gathering quantitative and qualitative information for each instructional and non-instructional program relative to four selected criteria — relevance, quality, productivity, and efficiency — to inform planning and foster continuous improvement.

Four criteria used to evaluate programs during Program Prioritization are as follows:

- Relevance: Alignment with university mission and strategic priorities, our "North Star;" demand for the program or service; alignment with needs (e.g., alignment with professional, industry, societal needs).
- Quality: Evidence of success in achieving goals; evidence of assessment and improvement; distinctiveness and reputational impact.
- **Productivity:** Output or production per investment of time or resources.
- **Efficiency:** The operational effectiveness of the program. For example, for an instructional program, a key component of efficiency is the ability of students to progress in a timely manner.

In addition to the four criteria of assessment, each program is asked to respond to the following question of opportunity analysis: What changes, if any, could be made to this program to increase its impact? The Program Prioritization process will be finalized in spring 2021 with a final report due to the State Board of Education on June 30, 2021.

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INSTITUTIONAL DATA

Employees

Employees (Nov 2020 snapshot for IPEDS report)	Full-time	Part-time	FTE	%
Instructional Faculty	784	584	979	35.6%
Professional Staff	1,274	57	1,293	47.0%
Classified Staff	471	27	480	17.4%
Total	2,529	668	2,752	100%

^{*} FTE calculation for IPEDS is full-time plus one-third part-time.

Revenue and Expenditures for FY2020

Operating Revenue	FY2020
Student Tuition and Fees (Gross)	198,262,256
Scholarship Discounts and Allowances	(27,777,200)
Federal Grants and Contracts	40,464,905
State and Local Grants and Contracts	6,512,805
Private Grants and Contracts	2,991,720
Sales and Services of Educational Activities	7,778,456
Sales and Services of Auxiliary Enterprises	56,868,054
Other	1,395,970
Total Operating Revenues	286,496,966

Operating Expenses	
Instruction	139,307,732
Research	37,304,459
Public Service	21,034,496
Libraries	5,924,454
Student Services	20,933,265
Operation & Maintenance of plant	27,359,524
Institutional Support	34,074,154
Academic Support	32,434,522
Auxiliary Enterprises	74,189,656
Scholarships and Fellowships	18,384,851
Depreciation	26,623,055
Total Operating Expenses	437,570,168
Operating Income/(Loss)	(151,073,202)



Non-operating revenues/(expenses)	
State Appropriation - General	105,337,986
State Appropriation - Maintenance	2,674,539
Pell Grants	22,185,765
Gifts	35,465,134
Net Investment Income	3,521,477
Change in Fair Value of Investments	1,182,328
Interest	(6,881,404)
Gain/Loss on Retirement of Assets	(305,978)
CARES Act revenue	7,344,2560
Other Non-operating Revenue/(Expense)	66,653
Net Non-operating Revenues/(Expenses)	170,590,756

Other Revenue and Expenses	
Capital Appropriations	5,707,955
Capital Gifts and Grants	7,351,466
Total Other Revenues and Expenses	13,059,421

Increase in Net Position	32,576,975
Net Position - Beginning of Year	\$463,395,204
Net Position - End of Year	\$495,972,179

Enrollment

Enrollment Fall 2020 (October 15 census)	Headcount				
Undergraduate Degree-seeking	16,975				
Graduate Degree-seeking	2,955				
Early College/Dual-credit	3,630				
Other Non-degree Seeking (Undergraduate and Graduate Combined) and Audit Only	543				
Total	24,103				

2019-2020 Graduates

Degree and Graduate Certificate Graduates	Distinct Number of Graduates		
Baccalaureate Degree (Academic)	3,526		
Graduate Certificate	184		
Master's Degree	954		
Educational Specialist Degree	24		
Doctoral Degree	53		
Total	4,741		



Research and Economic Development

	FY2016	FY2017	FY2018	FY2019	FY2020
	Office of Technology Transfer				
Invention Disclosures	16	14	14	20	22
Patent Applications Filed	4	10	14	18	28
Patents Issued	4	3	3	2	5
Licenses/Options/Letters of Intent	29	28	24	25	19
License Revenue	\$53,847	\$39,231	\$24,820	\$57,136	\$15,996
Startups	5	0	1	1	0
FTEs	1	1	1	1.5	2.25

Number of protocols reviewed by:	Office of Research Compliance				
Institutional Biosafety Committee	51	41	43	65	68
Institutional Animal Care and Use Committee	81	98	93	101	82
Social and Behavioral Institutional Review Board	407	408	514	526	494
Medical Institutional Review Board	26	38	19	24	32
Startups	5	0	1	1	0

	Office of Sponsored Programs					
Total # of Proposals Submitted	546	598	606	560	506	
Total # of Awards	343	361	368	378	411	
Total Sponsored Projects Funding	\$41.3M	\$50.1M	\$56M	\$53.5M	\$58.2M	
Total Research and Development Expenditures as reported to NSF	\$32M	\$34.9M	\$41.4M	\$39.8M	not available at this time	
Externally Funded Research Expenditures	\$19.4M	\$21.1M	\$27.7M	\$27M	\$29.8M	



OUR TRAJECTORY

Significant attention and effort was invested in fall 2019 and spring 2020 to put structures and processes in place to facilitate the successful development of a strategic plan. These include the reconstitution of our Executive Enrollment Committee, enlisting the expertise of the Society of College and University Planning, and a college-to-college listening tour by our Provost and Vice President of Research to better understand the vision of the community.

Last year's annual progress report announced that a strategic planning effort would begin in late spring-summer 2020. It outlined the expectation of a planning process that would include the campus community and external stakeholders while building on the existing strengths of the university through Dr. Tromp's leadership.

In a letter to the campus community in May 2020, Dr. Tromp formally announced the launch of a strategic planning effort. Shortly after the distribution of Dr. Tromp's letter, formal preparations for strategic planning began. On May 11 and 12, 40 university colleagues participated in a day-long training through the Society for College and University Planning (SCUP). From there, Dr. Tromp charged a Strategic Planning Steering Committee to facilitate a collaborative process to engage the campus in the development of a new university strategic plan.

On September 9, 2020, the Strategic Planning Steering Committee released the following **working** mission, vision and strategic goals to the campus. In addition to President Tromp's goalposts, the three overarching themes that inspired work on the strategic plan are: **Thrive Idaho, Foster Student Success, Innovation and Global Impact**. Mission, vision and goals are currently under review and may be revised owing to feedback and input through our process. Once finalized, they will guide the next chapter of Boise State University's evolution.

Mission:

Boise State is a transformative public university that educates people and prepares communities for success in a changing world. Integrating teaching, research, creativity, and service, the university provides an innovative and inclusive learning environment to advance academic, social, economic, and cultural vitality in Idaho and across the globe.

Vision:

Accelerating Boise State's rise as a transformative university preparing people for a changing world

Strategic Plan Goals:

Pursue Innovation Create a Thriving Community Advance Research and Creative Activity Trailblaze new connections Serve All of Idaho Following the release of the goals to the campus, the Strategic Planning Steering Committee's highest priority was ensuring campus participation and gathering campus feedback and strategy ideas regarding them. The response to this call for participation has been tremendous, with strong engagement by faculty, staff, students and external stakeholders throughout September, October, and November. In all, nearly 2400 total students, faculty, staff, and friends of the university participated in information and feedback sessions as well as a strategic plan survey. More details about the strategic planning framework and process is available at the university strategic planning website, bolisestate.cdu/strategicplan.

The strategic planning steering committee is continuing to process and analyze the feedback through December 2020. Once the assessment is complete, the steering committee will deliver a report that finalizes the goal language and objectives of the plan by January 15, 2021. Between the months of January and March tactics and metrics will be identified and added to the plan. The complete plan will be submitted to the State Board of Education for approval in March 2021.





PURSUE INNOVATION

Expand and implement leading-edge innovations and entrepreneurial ideas to provide access to integrated high-quality teaching, service, research, and creative activities.

Boise State is building on our culture of innovation – developing research that positively impacts lives, structures that transcend disciplines so researchers and students can collaborate on big problems, and spaces and programs specifically devoted to innovation.







BOISE STATE UNIVERSITY Annual Progress Report | 37



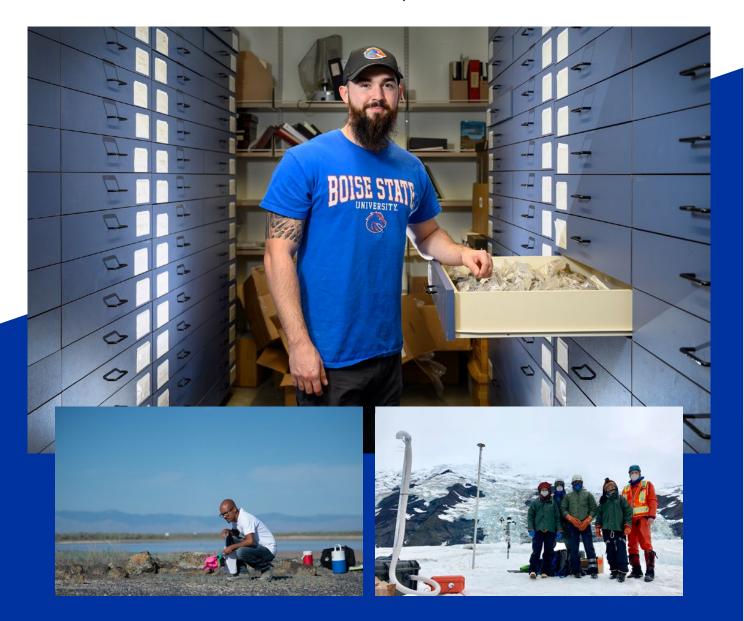
Create a fair, inclusive, and accessible environment to enable all members of the campus community to make a living, make a life, and make a difference.



BOISE STATE UNIVERSITY Annual Progress Report | 38







TRAILBLAZE NEW CONNECTIONS

Enhance and foster pathbreaking interdisciplinary programs and activities that transcend traditional fields of study.



BOISE STATE UNIVERSITY Annual Progress Report | 40





BOISE STATE UNIVERSITY Annual Progress Report | 41

UNIVERSITY ADVANCEMENT

In FY20 the university raised \$34,229,333 in total support. Alumni gave \$8.5 million while friends, parents, faculty and staff gave \$15.6 million. Corporations, foundations and other organizations gave a total of \$10.2 million.

University programs received \$18 million; almost \$800,000 was allocated to faculty and staff support and \$8.5 million was designated for student financial aid. More than 14,000 students received some level of financial aid. In addition, donors contributed \$6.9 million to key facilities projects.

Our new Vice President of Advancement, Matthew Ewing, arrived just before the start of the COVID-19 pandemic. Soon after his arrival, Vice President Ewing and his team pivoted to focus efforts on the following broad university fundraising priorities: Dean of Student's Emergency Fund, ASBSU Campus Food Pantry, the True Blue Promise

scholarship, and the Elevate the Blue student-athlete campaign.

\$34.2 MILLION raised in total support during FY2020

Under the new vice president's leadership, the advancement team is restructured aligning technology, talent, and strategy to improve efficiency and productivity. The new vision and strategic framework that guides the work of Advancement are:

UNIVERSITY ADVANCEMENT VISION: Create the best culture of philanthropy and alumni engagement of any public university in the country.

Strategic framework: Secure funds for philanthropic priorities; Ensure mutually beneficial relationships with alumni and friends of Boise State; Enhance the alumni and donor experience; Create an integrated, university-wide, advancement system; Prepare to launch the university's next comprehensive campaign; Develop a culture of high-performing teams.





BOISE STATE UNIVERSITY Annual Progress Report | 42

COLLABORATIONS AND COMMUNITY PARTNERSHIPS

Perhaps the most noteworthy and exciting development is the unprecedented collaboration between the presidents and executive leadership of Idaho's eight public colleges and universities. All are deeply engaged with one another in shared projects. Their communication, cooperation, and alignment will produce better outcomes for Idaho.

Select examples to illustrate academic collaborations include:

- Statewide 3MT, 3-minute thesis presentations and competition, partnering with Idaho State University and University of Idaho.
- GradWell, an initiative developed by Boise State, providing resources focusing on graduate student
 mental health and wellbeing was shared with Idaho State University and University of Idaho. The
 Graduate College's GradWell program received national attention in December at the Council for
 Graduate Schools annual conference.
- **Bridges to Baccalaureate**: Boise State and the College of Western Idaho implemented an NIH-funded program for underserved students in biomedical fields.
- The College of Health Sciences (COHS) is partnering with Idaho State University at the undergraduate and master levels in public health and is making progress toward the ultimate goal of **creating a school of public health**, which will make Center for Disease Control and Prevention funding available.
- Boise State collaborated with graduate deans at Idaho State University and University of Idaho to create a shared statewide website providing professional development opportunities for graduate students.
- Collaborating with community colleges in finding pathways for associate degree students to complete a bachelor degree in cyber-related fields with Boise State.
- Collaborating with WMDTech (a veterans run Idaho company), Boise State Faculty and Researchers
 have developed a low-cost gunshot detection system that will enable users to locate the source
 soundwave produced by the shot or explosion. The technology utilizes acoustic goniometers and
 multiple angles to detect the arrival of a soundwave. This technology is patented and soon to be
 licensed to our partner WMDTech.

Other significant collaborations have leveraged the value of our proximity to the Idaho National Lab (INL).



- We developed a statewide cybersecurity partnership with all public Idaho institutions of higher education to make Idaho a national leader in the field.
- Boise State launched <u>the Institute for Pervasive</u>
 <u>Cybersecurity</u> to lead innovative cybersecurity research and advancement in Idaho and the region.

BOISE STATE UNIVERSITY Annual Progress Report | 43

- We have cooperated on research and development and shared resource arrangements (facilities, instrumentation, joint appointments).
- Boise State University, Idaho Power and INL established a new collaborative partnership to advance high-performance computing, statewide weather modeling, and workforce development for the state of Idaho in the new Collaborative Computing Center (C3).

We also partner with local and global businesses, government and non-profit partners to advance our research, our students, and the state.

- We have conducted research on Idaho Election Cybersecurity in collaboration with Idaho Secretary
 of State and faculty in computer science and political science
- Our faculty have cybersecurity collaborations with Suez, Idaho Power, DC Water, EPA, and Armanino, LLP, one of the top 25 largest independent accounting and business-consulting firms in the U.S. that provides services to many of the biggest cryptocurrencies.
- In **partnership with Apple**, COED and the College of Innovation and Design (COID) delivered coding experiences to 425 students in 5 Idaho school districts (40% female students, 32% URM).
- Faculty have also collaborated with Idaho Power to provide support in hydrological modeling, cloud seeding and computational infrastructure high performance computing; with Micron to conduct basic research in nucleic acid memory, memristive devices and materials science; and with Boeing Company to model and research performance of mechanical properties of materials. Other active collaborations include partnerships with St. Luke's Health System and Idaho Shakespeare Festival.
- CAES Technical Assistance Program (CTAP) in the Office of Research and Economic Development
 has served almost 100 Idaho companies from large to small over the past 5 years. Idaho Policy
 Institute of School of Public Service has provided policy related research to the City of Boise, Blue
 Cross Foundation, Idaho Departments of Health and Welfare, Agriculture and Insurance.
- The Business Partnership Hub is launched to make Boise State the premier university for partnerships. It provides a central place for the university community to explore innovations in research, teaching and programming that meet the unique expectation of business and industry. In turn, the Hub offers the business community a central doorway to engage and navigate the university and value all we have to offer. By engaging the university's leadership, it is able to help set transformational strategies for business partnerships that will attract resources and draw them to our student talent. By engaging faculty and enlisting unit leaders from across campus, it assists with improved communication, increased effectiveness that business and industry will appreciate.

We are eager to grow our network of partners and have reached out to many others. Prospective industry, government, and community partners/collaborators can easily engage with Boise State by way of our website: boisestate.edu/partnerships

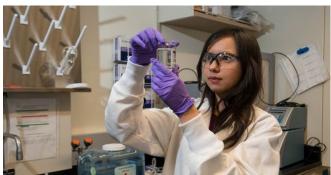


Other College Highlights

- College of Business and Economics faculty member Michail Fragkias was identified as a "Highly Cited Researcher for 2019" by the Web of Science Group. In 2019, 0.1% of the world's researchers, across 21 research fields, earned this distinction.
- The College of Engineering and Extended Studies
 collaborated to create the <u>Idaho workforce</u>
 certificate program for cybersecurity.
- College of Education graduated a record 19 doctoral students in 2019-2020, including its first Ph.D. in Counselor Education and Supervision.
- Graduate College drove a 6% year-overyear growth in Ph.D. program enrollments in AY19-20, with a strong focus on multi-college, transdisciplinary programs.
- College of Health Sciences expanded the undergraduate nursing prelicensure program by 33% (from 60 to 80 cohorts size) to meet Idaho's nursing shortages.
- Honors College exceeded its \$500,000-\$1 million fundraising goal by securing ~\$1.25 million, including a \$1 million planned gift.
- College of Health Sciences continues to expand its online MSW program (~450 students currently) as part of its efforts to become a premier program in the Western United States.
- Honors College welcomed its largest incoming class of first-year students, at 332 (prior record was 320 in 2019).
- College of Innovation and Design continues to lead the <u>Apple Partnership</u> with CWI, IDLA, and area K-12 districts to upskill Idaho public teachers working in historically underserved communities.
- College of Education's Center for Multicultural and Educational Opportunities secured \$7.1 million in grants to fund academic tutoring, advising, and counseling.
- College of Arts and Sciences, College of Education, and College of Innovation and Design, launched Bronco Gap Year, demonstrating Boise State's ability to respond swiftly and meaningfully in challenging environments.











BOISE STATE UNIVERSITY Annual Progress Report | 45





NEW FACILITIES

Micron Center for Materials Research

The new \$50 million Micron Center for Materials Research opened this fall on the Boise State University campus.

It is a campus and community innovation hub for materials research and serves as the home of the recently named Micron School of Materials Science and Engineering.

The 97,000-square-foot building provides research laboratories and spaces, state-of-the-art learning environments, a 250-seat lecture hall, two large classrooms, offices and work spaces for faculty members, staff and graduate students advancing materials teaching and research at Boise State.

"We are grateful for the contributions of Micron to materials research on our campus," said College of Engineering Dean JoAnn Slama Lighty, also noting Micron's investment in the Ph.D. program in Electrical and Computer Engineering, the establishment of the Micron School of Materials Science and Engineering, and the Ph.D. program in Materials Science and Engineering.

"All changed the research and graduate education trajectory for the College of Engineering and campus," she said. "The building is a state-of-the-art research facility with labs and spaces specifically designed for materials characterization and scholarship. In addition, the west end of the building houses some of the best teaching space on campus, and some 800 students will eventually pass through the building every class change — when we can."

The Micron Technology Foundation Inc. gave \$25 million — the largest single gift in Boise State history — for the Micron Center for Materials Research.

Micron has been an incredible partner to Boise State since the company, and later the foundation, were formed. To date, their support of Boise State has exceeded \$75 million. In 2012, the Micron Foundation helped the university open the Micron College of Business and Economics Building, in 2019, the Fine Arts Building and, this fall, the Micron Center for Materials Research. Together, they are shaping the future of Idaho.

B

BOISE STATE UNIVERSITY Annual Progress Report | 46



Center for Visual Arts

This new building, opened in 2019, is intended to stimulate new creative work for all of our students and faculty, efforts that have been demonstrated to make a positive impact on growing metro areas and on business innovation; foster increased student and faculty interaction; and meet the growing demand in a variety of academic areas. **Praised as one of the finest facilities in the nation by the Director of the National Endowment of the Arts,** this gem of a facility will support the growth of talent and innovation in Boise and the state of Idaho.

The American Architecture Award for 2020

was recently bestowed on the Center for the Visual Arts (CVA) from The Chicago Athenaeum: Museum of Architecture and Design, and The European Center for Architecture Art Design and Urban Studies. This tremendous national and international award confirms the Center for the Visual Arts project achieved two vital goals. The creation of a world class art research, teaching and learning facility, and simultaneously a brilliant work of architecture and design. The CVA mirrors Boise State's commitment to the arts and significantly impacts the regional landscape with remarkable and dazzling contemporary architecture.

This landmark facility brings together all of the Department of Art, Design, and Visual Studies programs — history of art and visual culture, art metals, art education, ceramics, drawing and painting, graphic design, illustration, photography, printmaking, and sculpture — in five-stories and nearly 90,000 gross square feet. Close to 4,000 students take courses through the department, which was previously spread among several facilities throughout campus with aging technologies. This state-of-the-art, donor-supported facility will foster the kind of interdisciplinary excellence that will help Boise State blaze new trails in higher education.



BOISE STATE UNIVERSITY Annual Progress Report | 47







Blue Galleries

In their inaugural year, the Blue Galleries organized and hosted twelve exhibitions of work by national artists, alumni, and students and welcomed thousands of visitors to new exhibition spaces. Tours of the exhibitions were given to prospective and current students, classes from across disciplines, civic groups, arts leaders, and community members. In programming, faculty from Arts, Geosciences and GIMM partnered and presented several exhibitions this year focusing on the relationship between the arts and sciences. New dedicated student gallery space highlighted the work of undergraduate and graduate students with solo exhibitions by MFA and BFA students and group BFA Exhibitions for graduates from the BFA Visual Art, Illustration, and Art Education programs. Some highlights of the exhibitions include:

- Shane Darwent: Plaza Park, visual artist Shane Darwent was a visiting artist and brought an exhibition to highlight our fantastic new gallery space for the CVA Grand Opening in October 2019. Shane Darwent's sculptures, photographic works and installations mine the roadways of suburban American landscapes as unlikely sites for poetic discovery. The exhibition, Plaza Park, reinterprets the built forms of the commercial thoroughfares of contemporary suburbia into a playfully surreal sculpture garden. (Hardy/Kaslo Gallery October-December 2019)
- Edge and Mirror: Landscape in the Anthropocene,
 curated by Gallery Director Kirsten Furlong featured
 the work of six visual artists and collaboratives
 defining landscape and the environment in our
 time through the media of painting, photography,
 printmaking, video, and installations. Artists: Arctic
 Arts Project, Andrea Sparrow, Cynthia Camlin,
 Crystal McBrayer, Levi Robb, and Susan Murrell.
 (Hardy Kaslo Gallery -August-September 2019)

The Keith and Catherine Stein Luminary, located in the CVA atrium, features the latest in emerging large-format, high-density digital technologies. Three walls of touch-activated screens provide visitors an immersive visual experience and interactive access to arts and exhibitions from around the world. The Stein Luminary opens in January 2021.

B

IDAHO PUBLIC CHARTER SCHOOL COMMISSION

SUBJECT

Idaho Public Charter School Commission Annual Report

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-5213, Idaho Code

BACKGROUND/DISCUSSION

The Idaho Public Charter School Commission (PCSC) serves as authorizer for 56 charter schools. Annually, the PCSC presents a report to the State Board of Education. The FY20 report presents a high-level overview of the role of the PCSC and the performance of its portfolio of schools.

Jenn Thompson, Director, will present the report. Alan Reed, PCSC Chairman will be present for questions.

IMPACT

This report will provide the Board with an update on the status and performance of charter schools around the state.

ATTACHMENTS

Attachment 1 – Idaho Public Charter School Commission Annual Report

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Section 33-5213, Idaho Code, creates the PCSC, and locates it in the Office of the State Board of Education. The Board's Executive Director or designee is responsible for the enforcement of Chapter 52, Title 33 (Public Charter Schools) as well as serving as the Secretary to the PCSC. Staff assigned to the PCSC are part of the Office of the Board of Education staff. The Director for the Commission, Jenn Thompson, serves as the Executive Director's designee.

In addition to acting as an independent authorizer for public charter schools, the PCSC also has the responsibility of making recommendations to the Board regarding the oversight of public charter schools in Idaho. Ms. Thompson will provide the PCSC's annual update to the Board on the status of the PCSC's portfolio schools and implementation of the charter school performance certificates.

BOARD ACTION

This item is for informational purposes only.

Idaho Public Charter School Commission 2020 Annual Report

IDAHO PUBLIC CHARTER SCHOOL COMMISSION

304 NORTH $8^{\rm TH}$ STREET, ROOM 242 BOISE, IDAHO 83702

PHONE: (208) 332-1561

PCSC.IDAHO.GOV

ALAN REED, CHAIRMAN
JENN THOMPSON, DIRECTOR

PUBLIC CHARTER SCHOOL COMMISSION



Alan Reed, Chairman Term Ends 2022 Appointed by Pro Tem



Sherrilynn Bair, Vice Chair Term Ends 2024 Appointed by Governor



Brian Scigliano
Term Ends 2024
Appointed by Governor



Kathleen "Kitty" Kunz Term Ends 2023 Appointed by Pro Tem



Wanda Quinn Term Ends 2024 Appointed by Governor



Nils Peterson Term Ends 2023 Appointed by Speaker



Julie Van Orden Term Ends 2023 Appointed by Speaker



Jenn Thompson PCSC Director

THE PCSC'S ROLE

The Public Charter School Commission (PCSC) is Idaho's statewide charter school authorizer. The PCSC is tasked with risk-management and oversight of approximately 80% of Idaho's public charter schools.

The PCSC considers whether to approve or deny petitions for new charter schools and whether to renew or non-renew each school's operating term every five years.

In between those decision points, the PCSC staff conducts the day to day work of school oversight, including compiling data, conducting site visits, and monitoring legal compliance.

Annually, performance reports are published both for the sake of public transparency and to help inform PCSC renewal decisions.

The PCSC maintains standing committees focused on continuous improvement in evaluating new petitions and renewal applications.

MISSION STATEMENT

The Public Charter School Commission's mission is to ensure PCSC-authorized public charter schools' compliance with Idaho statute, protecting student and public interests by balancing high standards of accountability with respect for the autonomy of public charter schools and implementing best authorizing practices to ensure the excellence of public charter school options available to Idaho families.

2

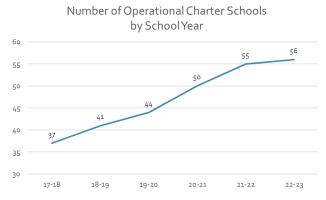
CHARTER SECTOR GROWTH

The PCSC has grown from authorizing 37 schools in 2017 to authorizing 56 schools today.

Five of the schools we authorize are currently preoperational, and intend to open in 2021 or 2022. In addition, three new charter school petitions, are currently under evaluation.

While the PCSC provides operational and financial oversight for 56 schools, we provide academic oversight for 63 programs. This is because several schools run multiple programs, such as a Montessori elementary and an alternative high school.

During the 2019-20 school year, PCSC schools served approximately 20,500 students, or 6% of the publically educated students in Idaho. This represents a 1% increase over the previous school year, in which PCSC schools served approximate-



ly 19,000 students.

In addition to the charter schools in the PCSC's portfolio, Idaho has 15 charter schools authorized by school districts. Data from district authorized schools are excluded in this report.

CHARTER SCHOOLS DURING THE PANDEMIC

Strengths: Local Control

By design, charter schools are governed at the building level. Each school has its own governing board of volunteers, subject to Idaho Open Meeting Law and the Idaho Non-Profit Corporation Act. Charter school governing boards establish and maintain school policies and directly evaluate the performance of their school administrator each year.

Because of this structure, charter schools experience greater local control than traditional district schools where the distance between the board and the school is greater and decisions require more consensus building before implementation. This autonomy is one of the primary draws of professional educators to the charter sector.

As the pandemic hit last spring, charter schools were uniquely poised to quickly adapt policies and practices at a local level. While navigating this year has been incredibly difficult for everyone, the nimbleness of charter school structure has proven to be a positive and useful feature.

Challenges: Enrollment

Many Idaho public schools (charter and traditional) have experienced lower enrollment than expected this year. However, while traditional districts have funding protections in place at the state level, charter schools are exempt from this benefit (I.C. §33-1003). Low enrollment causes a direct decrease in revenue. This can be a significant challenge particularly for charters and other small schools.

While 75% of the PCSC's schools were able to maintain at least 90% of their enrollment projections through the fall of 2020, a few have struggled with significantly decreased revenue streams. These schools have implemented creative solutions to compensate for the shortfall.

Schools that have not faced low enrollment, have still faced significant challenges caused by student turn-over and constant transitions between in-person, hybrid, and remote instructional models. The academic and social-emotional impact of this instability is not yet fully known.

3

SCHOOL OUTCOMES FY20

The PCSC's framework includes academic, financial, and operational measures. Each school is evaluated against these measures annually and is informed of its status by a performance report. At the end of a school's operating term, the PCSC determines whether a school's charter will be renewed, conditionally renewed, or non-renewed based largely on the school's performance outcomes with respect to these established standards.

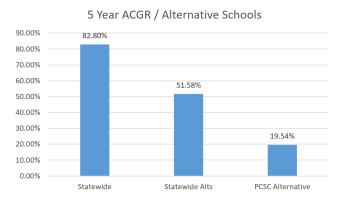
In October of 2019, the PCSC began the process of revising its framework and the measures (particularly the academic measures) by which schools are evaluated. The revisions were adopt-

ACADEMIC OUTCOMES

4-Year Graduation Rate

The PCSC authorizes 13 "brick and mortar" schools that offer diplomas. Overall, these schools achieved an average 4-year graduation rate of 92%. Eight have graduation rates above 95%.

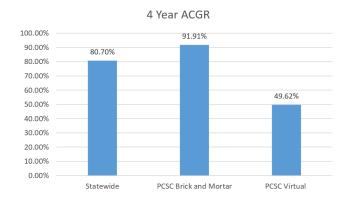
The PCSC also authorizes 6 non-alternative virtual schools. The average graduation rate of this group is low (50%) and continues to be an area of focus for both the schools and the PCSC. Encouragingly, improvements are happening: Idaho Virtual Academy achieved a graduation rate of 79% and Idaho Technical Career Academy increased its graduation rate by more than 10% over the previous year.



ed in October of 2020.

As statewide assessments were canceled in the spring of 2020 due to COVID-19 related closures, the PCSC was not able to evaluate the academic performance in 2020. However, with a revised framework that allows for greater consideration of context, we are confident that new baselines can be established and achievable goals set based on 2021 data.

For the 2019-2020 school year, the only academic data pertinent to the PCSC's framework is graduation rate. Operational and Financial measures were fully evaluated.



5-Year Graduation Rate

The PCSC also authorizes 5 alternative schools that had a graduating class in FY20. The PCSC only considers the 5-year graduation rate for alternative schools. In the past, the PCSC framework has compared alternative school outcomes to the statewide average of all schools (83%). Because the comparison was between unlike cohorts, establishing achievable goals was difficult.

The revised framework allows alternative schools to be compared to other alternative schools. While PCSC schools did not hit that mark (52%), a more data-driven target will help establish more relevant goals and better inform future evaluations.

4

FINANCIAL OUTCOMES

The PCSC evaluates every school against eight financial measures. The first four speak to a school's ability to remain financially stable in the next year. These include the current ratio of assets to liabilities, the number of days cash on hand, whether the school is in default, and ability to meet and maintain its enrollment projections.

The final four measures speak to a school's ability to remain financially viable over time.

These measures include total margin in the current year and across multiple years, cash flow in the current year and across multiple years, debt service coverage ratio, and total debt to asset ratio.

The calculations and the evaluation rubrics are published in the PCSC's <u>Performance Framework</u> available on our website.

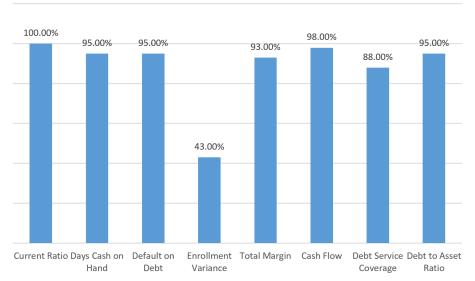
At the end of the 2020 fiscal year, PCSC schools were performing well on most financial measures. However, this data highlights a few areas of focus:

First, three schools currently operate under a notification of fiscal concern. This effectively adjusts the percentage of payment released at each distribution date to protect taxpayer dollars in the event of a mid-year closure. This status is evaluated each June. While all three showed improvement over the previous year, they did score below a meets standard level on several measures.

Second, a few schools have high facility costs which places their debt service coverage ratio at less than ideal levels. This issue, once it exists, is a difficult one to course correct.

Third, two schools made significant, but planned investments in their facility this year. While this

% of School Meeting Standard on Financial Measures



has a temporary impact on cash flow and total margin measures, it is not necessarily a cause for concern.

Finally, the enrollment variance measure was moved from the operational section of the framework, where it was easily lost among other data points, to the financial section, where it takes a more prominent position. The four near-term measures should tell a similar story, but the enrollment variance measure does not align. This anomaly led the PCSC to further investigate the effectiveness of the measure.

As an initial step, additional education was provided to schools this summer, prior to collecting a next data point. As a result, the percentage of schools meeting this standard for FY21 has increased to 75%.

Additional education has helped to provide more accurate data with respect to this specific measure. However, the PCSC is continuing to investigate whether further revision is necessary. Ultimately, this measure will be revised to align with statewide decisions on enrollment reporting as the path forward for all schools becomes clear.

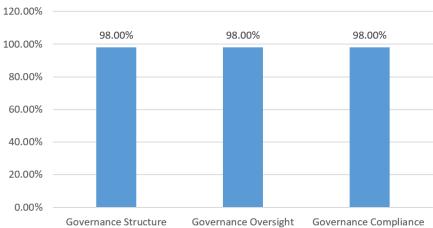
OPERATIONAL OUTCOMES

Board Stewardship

The Board Stewardship measures are intended to help identify whether a charter school's governing board is providing effective governance.

The governance structure measure considers whether the board is operating in compliance with Open Meeting Law, the Non-Profit Corporation Act, and the board's own bylaws.

% of Schools Meeting Standard

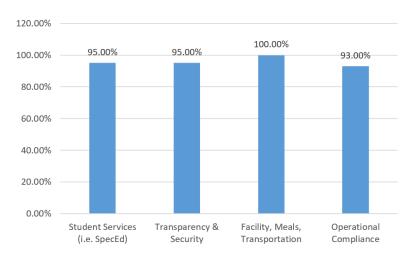


The governance oversight meas-

ure considers whether the board is sufficiently engaged in reviewing financial and academic data and whether the board is providing a sufficient evaluation of the school leader. Finally, the governance compliance measure considers whether any significant issues or investigations are attributable to governance practices. A governing board that understands the balance between governance and management is key to a successful charter school.

At the end of FY20, 98% of the PCSC's schools were implementing effective governance practices.

<u>Charter School Governance: The Essentials.</u> This series of training videos was made possible by BLUUM and the federal CSP grant.



Leadership and Management

Leadership and management measures consider the effectiveness of a charter school's day-to-day operations.

The student services measure considers whether a charter school's special education, English language learner, and college and career readiness programs are in good standing.

The transparency measure considers how well a school is managing public records and website compliance.

6

The facility measures consider issues of occupancy and safety as well as the quality of transportation and meal service programs. Finally, the operational compliance measure considers the accuracy and timeliness of submitted reports, the compliance of the school's enrollment process, and how the school addressed any corrective action plans if applicable.

At the end of FY20, more than 90% of the PCSC's school meet all standards in this category.

GROWTH BRINGS CHANGE

As the PCSC's portfolio of schools has grown adapting practices and procedures to work at scale has become a primary focus. Below are a few of the significant changes made this year:

New Staff — The PCSC has welcomed two new Program Managers this year, each managing a caseload of schools. Charter schools are unique by nature, and this shift in structure is designed to refocus our work on knowing schools well, so that we may better support and advocate for their needs within the scope of our work as authorizers.

PCSC Policy—In August of 2020, the PCSC adopted significant revisions to its policies. These revisions realign existing policy with statute, provide clarity on timelines and oversight, and include new sections that specifically address amendments, transfers, and reporting. These changes are helping us provide a more consistent experience for schools.

<u>Framework</u>— In October of 2020, the PCSC wrapped up a year-long revision process of its Per-

formance Framework. In addition to strengthening individual measures (as noted on previous pages), these revisions remove unnecessary layers of scoring, refocus the annual report on outcomes, and provide opportunity to consider context (such as unique demographics or pandemic conditions) when considering a school's renewal application.

Site Visits— One of the major policy revisions this year was to disaggregate the single large-scale site visit that was previously part of the renewal process. Rather than a school hosting a team of evaluators for multiple days, the PCSC staff will make more efficient use of available data (such as accreditation reports) and conduct smaller, purpose driven site visits (such as observing a board meeting or an enrollment lottery) aimed at collecting necessary data not otherwise available. This change is intended to better facilitate the work of authorizing while decreasing the reporting and hosting burden on our schools at the same time.

FINDING BALANCE

While the operational section of our framework looks different, the measures are largely unchanged.

The two most significant changes include:

1) reorganizing the measures to more clearly relate to board stewardship and leadership; and 2) directly connecting each measure to the data used to inform the rating. Not new, just clearer.

These revisions are intended to help schools better understand the ratings earned and to make the report more useful in setting future goals.

LOOKING FORWARD

2020 has been a year of unprecedented challenges in education. Enrollment is more variable than ever. Educational professionals are stretched to the limit, and then stretched a little more. Amidst these challenges, the need for choice in the charter sector and for quality schools continues to grow.

As assessments resume and the reality of the 2020 learning gap becomes clearer, we hope to work with our schools to help them establish new baselines and develop targeted goals from where they stand today. We are optimistic that the flexibility in our revised framework will help us compile a more holistic data-story for our schools that will better serve both schools and taxpayers.

The role of charter authorizers is shifting. In the past, authorizing was primarily a punitive system of rules and consequences. The future of authorizing is more multi-faceted, and seeks a better balance between oversight and service. The IPCSC will continue to evolve in this way, though hopefully at a slower pace than we've experienced this year.

7

IDAHO BUREAU OF EDUCATIONAL SERVICES FOR THE DEAF AND THE BLIND

SUBJECT

Idaho Bureau of Educational Services for the Deaf and the Blind (IESDB) Annual Report

REFERENCE

February 2017 IESDB provided the Board with a report updating the

Board with current progress of the Bureau

February 2018 IESDB provided the Board with a report updating the

Board with current progress of the Bureau

February 2019 IESDB provided the Board with a report updating the

Board with current progress of the Bureau

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-3405(4) and 33-3411, Idaho Code

BACKGROUND/DISCUSSION

Pursuant to Section 33-3405(4), Idaho Code, the administrator of IESDB shall make an annual report of the bureau's activities to the State Board of Education at a time and in a format designated by the Board. While IESDB was moved out from the Board's direct governance in 2009, the Board retains rulemaking authority for education services for students who are deaf or hard of hearing and/or blind or visually impaired, as well as property rights for the School for the Deaf and Blind. IESDB is governed by a board of directors, which is chaired by the state superintendent of public instruction.

ATTACHMENTS

Attachment 1 – IESDB Annual Report

IMPACT

This annual update will provide the Board with an update on the scope of IBESDB's efforts to serve Idaho's children and provide the Board with the opportunity to ask questions about their work with school districts around Idaho.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The Idaho Bureau of Educational Services for the Deaf and Blind, originally the Idaho School for the Deaf and Blind has been providing services to Idaho's children since 1906. Their programs consist of statewide outreach programs and the Idaho School for the Deaf and the Blind, located in Gooding Idaho. They provide supplemental education services, early intervention and education, consultation, and transition support to families and local school districts throughout Idaho. Title to the School property in Gooding is held by the State Board of Education and leased back to IBESDB for their use.

BOARD ACTION

This item is for informational purposes only.

IDAHO EDUCATIONAL SERVICES FOR THE DEAF AND THE BLIND

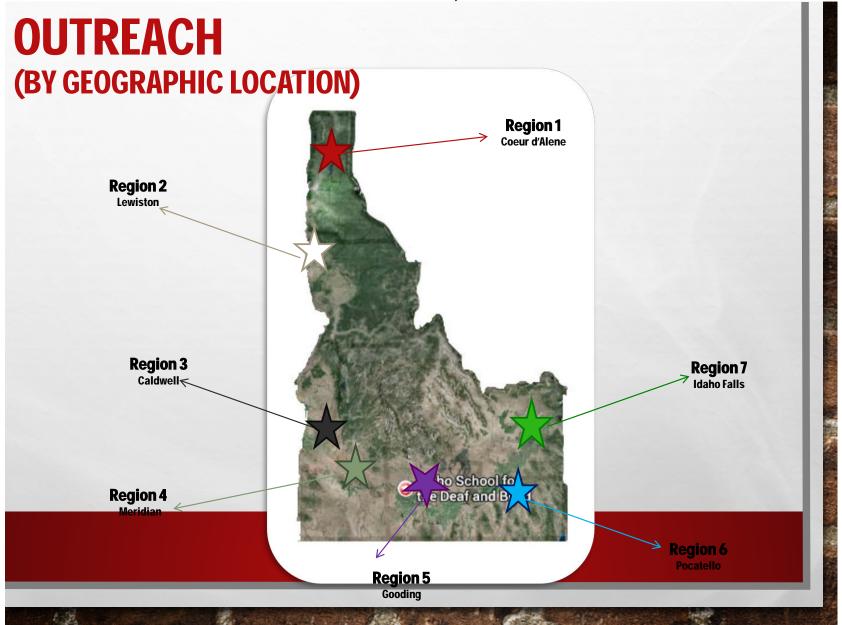


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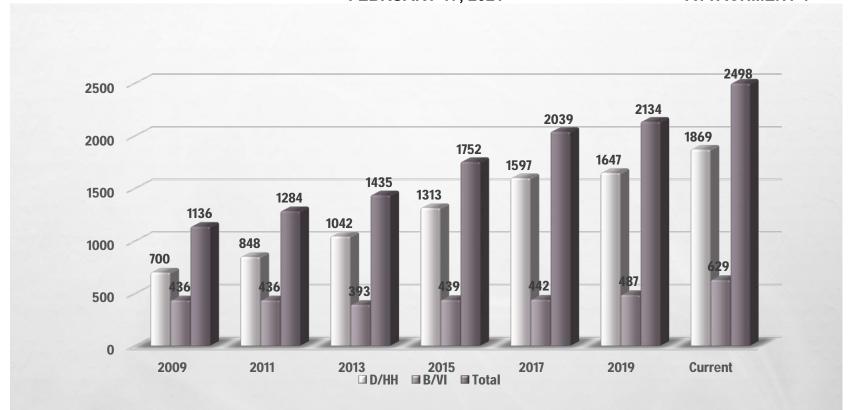
PLANNING, POLICY AND GOVERNMENTAL AFFAIRS





PPGA

TAB 3 Page 3



OUTREACH

EXPANDED CORE

- COMPENSATORY OR FUNCTIONAL ACADEMIC SKILLS, INCLUDING COMMUNICATION MODES
- > ORIENTATION AND MOBILITY
- > SOCIAL INTERACTION SKILLS
- > INDEPENDENT LIVING SKILLS
- > RECREATION AND LEISURE SKILLS
- **CAREER EDUCATION**
- > USE OF ASSISTIVE TECHNOLOGY
- > SENSORY EFFICIENCY SKILLS
- > SELF-DETERMINATION

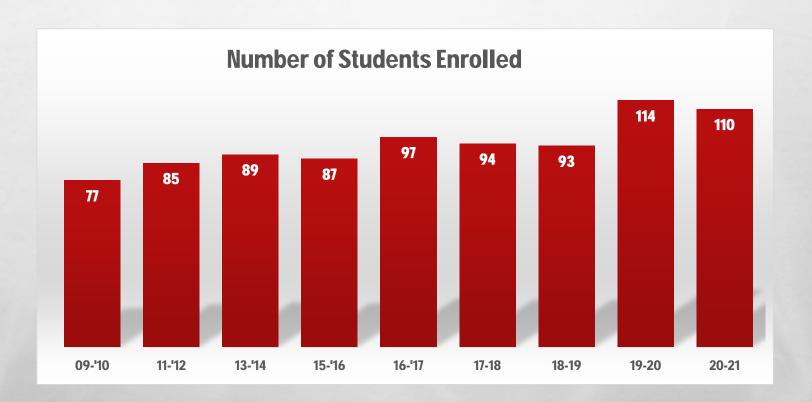


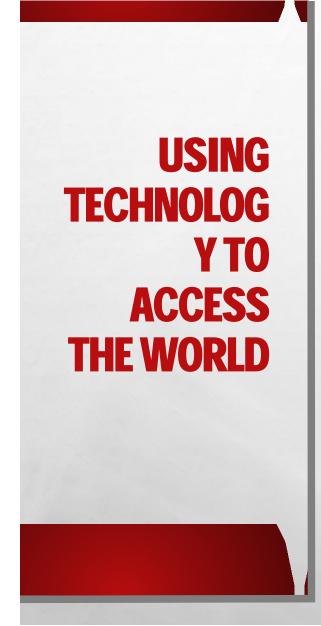
ATTACHMENT 1 CAMPUS

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TAB 3 Page 6

CAMPUS







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PPGA TAB 3 Page 9



COVID-19 RESPONSE





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TAB 3 Page 11



SUBJECT

Accountability Oversight Committee High School Assessment Recommendations

R	F	F	F	R	F	N	C	F
	_		_		_		$\mathbf{-}$	_

October 2015 Accountability Oversight Committee presented

recommendations to the Board regarding changes to be made to the state's accountability system, in preparation for submission of a new ESEA waiver.

April 2016 Accountability Oversight Committee presented

recommendations to the Board regarding removal of the ISAT proficiency and college entrance exam graduation requirements. The Board adopted the recommendation that the ISAT proficiency graduation requirement be removed and rejected the recommendation that the college entrance exam

graduation requirement be removed.

August 2016 Board removed ISAT proficiency graduation

requirement. The Board maintained the administration of the ISAT assessment in ELA and Math in grade 10. The Board also maintained the participation in a college entrance exam in grade 11 as a graduation

requirement.

December 2018 Board received the fiscal year 2019 report from the

Accountability Oversight Committee, including student achievement data and an analysis on the first year of implementation of the state's new K-12 school

accountability system.

August 2017 Board approved Idaho's ESSA Plan, including a new

state and federal accountability system that utilizes multiple measures to identify schools for recognition

and support.

December 2018 Board received the fiscal year 2019 report from the

Accountability Oversight Committee, including student achievement data and an analysis on the first year of implementation of the state's new K-12 school

accountability system.

February 2019 Board approved amendments to the ESSA Plan, based

on recommendations from the Assessment and Accountability team at the SDE and the Accountability

Oversight Committee.

June 2020 Board received the fiscal year 2020 report from the

Accountability Oversight Committee with recommendations regarding assessment and accountability, as related to analysis of the data in the

SDE's 2018-2019 Student Achievement Report.

June 2020	Board received an update from the SDE on the high				
	school accountability assessment.				
December 2020	Board received an update from the Accountability				
	Oversight Committee on the status of the committee's				
	review of the state's high school accountability				
	assessment and school quality measure.				

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.Q. Section 33-110, Idaho Code

Idaho Administrative Code, IDAPA 08.02.03 – Section 111, Assessment in the Public Schools; IDAPA 08.02.03 – Section 112, Accountability; IDAPA 08.02.02 – Section 114, Failure to Meet Annual Measureable Progress

BACKGROUND/DISCUSSION

The Board's Accountability Oversight Committee (AOC) was established in April 2010 as an ad-hoc committee of the Board. Board policy I.Q. assigns two responsibilities to the committee:

- a. Provide recommendations to the Board on the effectiveness of the statewide student achievement system and make recommendations on improvements and/or changes as needed.
- b. Develop and review an annual report of student achievement. This report shall be compiled collaboratively by Board and State Department of Education staff and submitted to the committee for review. The committee will forward the report to the Board with recommendations annually.

In June 2020, Board President Critchfield tasked the AOC with additional work to gather and analyze information and make recommendations to the Board regarding two aspects of the state's K-12 accountability system: the high school assessment for accountability, and the school quality measure. The AOC first focused its work on a review of the high school assessment for accountability, including receiving presentations from assessment vendors, comparing options, and soliciting feedback from the Idaho Technical Advisory Committee. The AOC is actively engaged in the process of considering the school quality measure and will present recommendations regarding that measure to the Board in April 2021.

The AOC's recommendations regarding the high school assessment for accountability are detailed in Attachment 1. The committee's recommendations report includes several appendices. Appendix A provides a history of changes and actions related to the academic standards, assessment, and accountability and is intended to provide context and background to the committee's recommendations. Appendix B demonstrates the potential parallel processes through which both the high school assessment and the academic content standards may undergo changes. Given the interrelatedness of the standards and assessment, the committee felt it important to consider these processes together. Finally, Appendix

C and Appendix D reflect the work the AOC has done to review and compare the primary high school assessments available on the market. The following reflect the summarized version of the AOC's recommendations related to high school assessment, which the AOC recommends be considered as a package:

- Explore a multi-assessment option for high school;
- Maintain the ISAT by Smarter Balanced as the high school assessment for state and federal accountability;
- Administer the ISAT by Smarter Balanced in grade 11, beginning in 2022-2023;
- Explore incorporation of the ISAT by Smarter Balanced 11th grade assessment into the Direct Admissions program and/or eliminate the college entrance exam graduation requirement; and
- Support efforts to provide financial support for college and career examinations.

IMPACT

Idaho Administrative Code IDAPA 08.02.03, sections 111 through 114, are tied to the state's comprehensive assessment system and the state's accountability framework. The AOC recommendations related to the high school assessment would require amendments to these sections of rule. Additionally, if the State Board moves forward with the AOC's recommendation to shift the high school assessment for accountability from grade 10 to grade 11, the state will need to propose changes to the Idaho Consolidated State Plan used for federal accountability. Any amendments to provisions in the Idaho Consolidated State Plan that are also in IDAPA 08.02.03 would have to be first amended through the negotiated rulemaking process prior to the Board approving the changes in the Idaho Consolidated State Plan.

ATTACHMENTS

Attachment 1 – Accountability Oversight Committee High School Assessment Recommendations Report

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Idaho's public-school system accountability framework approved by the Board has been effective since March 29, 2017, following acceptance by the Legislature during the 2017 legislative session. The accountability framework codifies requirements for state accountability and provides: "The state accountability framework will be used to meet both state and federal school accountability requirements and will be broken up by school category and include measures of student academic achievement and school quality as determined by the State Board of Education."

Pursuant to IDAPA 08.02.03.111, the Idaho Standards Achievement Test is administered at the high school level in grade 10 and the college entrance exam

in grade 11. The college entrance exam requirement was added to the high school graduation requirements established in IDAPA 08.02.03.105 as part of the Board's High School Redesign Initiative started in 2003. As part of the initial research, the college entrance exam was identified as a barrier to students going on to postsecondary education after high school. Studies showed many high school students from families where at least one parent had not attended college or otherwise belonged to an underserved population often did not take a college entrance exam due to a sense of underachievement and a feeling that they would not do well on the exam. Students also demonstrated a lack of understanding around the purpose and benefits of the exams, and a sense that they would not be able to afford to go-on to some form of postsecondary education regardless of the Students that did not have family members that had gone on to postsecondary education often did not even consider going-on themselves. By requiring the exam to be taken as part of the high school graduation requirements, students who would not otherwise have considered taking a college entrance exam were able to see that they could be successful at the postsecondary level or could identify areas that needed improvement so they could be successful. In addition to its use as a graduation requirement, student performance on the college entrance exam is used by the Board as a measure of performance of Idaho's K-20 education system. When implemented, the ISAT and the college entrance exam were established to meet two very different purposes. In considering any changes to the state comprehensive assessment program, it will be important for the Board to consider the purpose of the different types of assessments as well as their validity in being used for those purposes and all federal requirements pertaining to assessments used in the state accountability system.

BOARD ACTION

I move to adopt the a submitted in Attachme	,	Oversight	Committee	recomme	ndations	as
Moved by	Seconded by	,	Carried \	⁄es	No	

High School Assessment Recommendation January 12, 2021

The Accountability Oversight Committee (AOC) supports the State Board of Education in its process of continually engaging in efforts to improve student achievement and ensure students are college and career ready. We recognize the relationship between achievement and assessment and the impact that changes in assessment have on Idaho's educational system. After a thorough review of high school assessment options as referenced in Appendix C, the AOC makes the following recommendations to improve our system.

Recommendation: Explore a Multi-Assessment Option for High School

We recommend the State Board of Education explore the possibility of a shift to a multi-assessment option for high school students that allows individual students to choose and take the assessment that best aligns with their high school course of study and future goals. This exploration should be done through communication with the U.S. Department of Education, either through existing processes available under the Every Student Succeeds Act (ESSA) or through new means.

Reasoning / Evidence:

While we are confident the ISAT by Smarter Balanced appropriately measures the Idaho
 Academic Content Standards, we recognize it may not be ideal for all students. High school
 students are diverse in their post-secondary interests and the pathways they pursue. Thus, we
 recommend the high school assessment for state and federal accountability measure each
 student's preparedness to pursue their preferred post-secondary pathway.

Additional Information:

• It is important to note that a multi-assessment system for high school may not be approved by the U.S. Department of Education, unless there are changes to federal law. Existing flexibility in the ESSA allows for locally selected, nationally recognized assessments, but requires each local education agency (LEA) to administer the same assessment to all students within the district. We are not aware of any state being approved to allow students within a given LEA to choose their assessment. Additionally, if the State Board were to pursue this option, they would need to establish a process for approving the assessments that LEAs may administer. ESSA also includes a process that allows states to apply for Innovative Assessment Demonstration Authority (IADA); but again, there are specific parameters and requirements, and no states are currently using IADA for individually-chosen assessments.

Recommendation: Maintain the ISAT by Smarter Balanced as the High School Assessment for State and Federal Accountability

Considering the current standards review process, results of prior research of large scale assessments, and feedback from the Idaho Technical Advisory Committee, we recommend continuing to use the ISAT by Smarter Balanced until any substantial changes to the standards are clarified and implementation of adjusted standards has begun.

Reasoning / Evidence:

- The primary purpose of the summative assessment is to measure the effectiveness of our education system and to hold the system accountable for continuous improvement. We achieve this by measuring student achievement relative to our standards. Based on our comparative review of the ISAT by Smarter Balanced, ACT, and SAT; extensive feedback provided by the Idaho Technical Advisory Committee; and peer review results, it is clear the ISAT by Smarter Balanced is the most closely aligned to the current Idaho Academic Content Standards.
- Our comparative review of the ISAT by Smarter Balanced, ACT, and SAT revealed that ISAT by Smarter Balanced also has a more advanced system of addressing the needs of students with disabilities and English language learners, both in regards to accommodations available and administration of accommodations.
- Based on our comparative review, we believe the ISAT by Smarter Balanced is the best examination to administer during the interim period while the Multi-Assessment Option for High School is being explored and developed.

Recommendation: Administer the ISAT by Smarter Balanced in Grade 11, beginning in 2022-2023

We recommend that beginning in the 2022-2023 school year, the ISAT by Smarter Balanced be administered to all students in grade 11, and that grade 11 results be reported for state and federal accountability. We recommend that administration of the ISAT by Smarter Balanced to grade 10 students be made optional.

Reasoning / Evidence:

• It is critical to ensure students have appropriate opportunities to learn content (as aligned to the high school standards) prior to taking the accountability assessment. Idaho has adjusted the ISAT by Smarter Balanced for grade 10 in an effort to reduce test questions that the state anticipates students may not be prepared to answer. However, since districts and schools are given responsibility for determining the order in which content is taught, shifting the test to grade 11 offers more time and opportunities for students to access content before it is assessed. On the other hand, testing in the senior year would be too late for the assessment to be used to inform later instruction or to use the data for direct admissions and/or college placement purposes (see immediately below for a specific recommendation concerning this.).

Recommendation: Explore Incorporation of the ISAT by Smarter Balanced 11th Grade Assessment into the Direct Admissions Program and/or Eliminate the College Entrance Exam Graduation Requirement

Contingent upon agreement with Idaho's public institutions of higher education, we recommend the Board incorporate the ISAT by Smarter Balanced 11th Grade Assessment within the direct admissions framework and consider completion of the ISAT by Smarter Balanced as meeting the college entrance exam graduation requirement. If the institutions are not in favor of this approach, we recommend the Board eliminate the college entrance examination graduation requirement.

Reasoning / Evidence:

 There is precedent for using the ISAT by Smarter Balanced 11th Grade Assessment for college admissions and placement. A notable example is South Dakota's use of the Smarter Balanced

Assessment (administered in grade 11) within their proactive admissions program. South Dakota's program was based on, and is similar to, Idaho's direct admissions program. Additionally, public universities in California are in the process of considering use of the Smarter Balanced Assessment for admissions purposes, and several other states within the consortium utilize the results for college placement. Thus, Idaho would not be "going it alone" if it decides to employ ISAT 11 for these purposes.

• Although requiring all Idaho high school students to take a college entrance examination as part of their earning a high school diploma was a laudable effort to help more Idaho youth matriculate, it is now time to explore a more inclusive approach to helping youth prepare for their postsecondary pursuits. In reviewing the data, we do not believe that the statewide college entrance exam requirement has resulted in a substantial increase in Idaho's Go On rate. Additionally, we believe the direct admissions program is a more effective approach to reaching students who may have previously not considered higher education. And finally, we believe students should only be required to take a single statewide assessment in grade 11.

Recommendation: Support Efforts to Provide Financial Support for College and Career Examinations

We recommend the State Board of Education support the development of state budgets that maintain financial support to students to complete exams that benefit their chosen college or career path (including SAT, ACT, ASVAB, or career-technical assessments). This, perhaps, could be accomplished through existing Fast Forward funding.

Reasoning / Evidence:

- Until a time when a multi-assessment option is possible for state and federal accountability, we believe it is critical to support students in pursuing their individually-chosen pathways. Rather than require a college entrance exam for all, we propose the state provide funding to support students in completing the exam that best suits their needs.
- We recognize that the legislature finalizes both state budgets and statute. However, we
 recommend that the State Board of Education encourage the executive and legislative bodies to
 support efforts to ensure students have the financial support to take the exam(s) needed to
 pursue their chosen postsecondary education or career pathway.

Recommendation: Consider these Recommendations as a Package

And finally, we recommend this series of recommendations be considered as a package. Our committee views these recommendations as interdependent. Together, they represent a coherent and streamlined approach to assessment at the high school level that aligns with current standards, honors the efforts of Idaho educators to teach standards-based content and skills, and recognizes and applauds Idaho's diverse student populations.

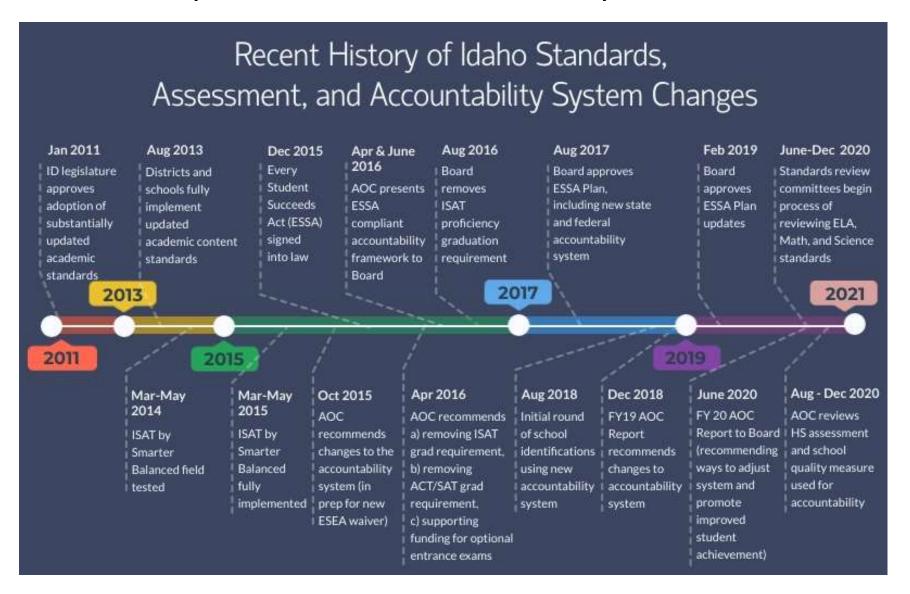
Supporting Documentation

Appendix A: History of Standards, Assessment, and Accountability

Appendix B: Possible Parallel Processes for Changes Appendix C: High School Assessment Comparison

Appendix D: Idaho TAC Feedback

APPENDIX A: History of Standards, Assessment, and Accountability



APPENDIX B: Possible Parallel Processes for Changes

The Accountability Oversight Committee recognizes that potential changes are being considered to Idaho's high school assessment and academic content standards. As shown below, these processes could continue on similar paths. Given the relationship between the assessment and standards, regular communication will be key to determine if proposed revisions to the standards necessitate pausing consideration of assessment changes.



APPENDIX C: High School Assessment Comparison

Comparison of High School Accountability Assessments Completed 12/1/2020

Attribute	SAT	ACT	ISAT by SBAC	Notes
Power test (untimed or generous time limits) vs. Speed test (timed)	Timed	Timed	Power	SAT & ACT have recently added elements that provide greater time flexibility.
Norm referenced vs. Criterion referenced	Norm	Norm	Criterion	
Alignment to Idaho Content Standards	Partial	Partial	Full	SAT and ACT both claim alignment, however, other states needed to supplement the products to address standards alignment for peer review. Supplementing may add to cost and/or administration time.
Federal approval for accountability (Peer Review results)	Partial (substantially meets for other states)	Partial (substantially meets for other states)	Full (fully meets for all SBAC states)	It will be at least one more year before SAT & ACT will receive further peer review.
Direct Idaho involvement in test development	No	No	Yes	Idaho was a founding member of the Smarter Balanced Assessment Consortium and has since been a leader in the Consortium.
Ability to conduct bias & sensitivity review of item bank	Unknown but unlikely	Unknown but unlikely	Yes	Smarter Balanced provided the entire item bank to Idaho for individual test item bias and sensitivity analysis by a diverse committee of Idaho stakeholders.
College readiness indicator	Yes	Yes	Yes	

APPENDIX C: High School Assessment Comparison

Used by higher education for admissions and/or placement	Yes	Yes	Yes	SAT and ACT have long histories of being used for college entrance. SBAC is being used for college entrance and/or course placement in some states. Idaho previously developed a framework to use the SBAC 11 as a college course placement indicator, but it was never implemented.	
English Language Learner accommodations	Yes	Yes	Yes	ISAT by SBAC is considered the most robust of the three in this area.	
Special Needs Student accommodations	Yes	Yes	Yes	ISAT by SBAC is considered the most robust of the three in this area. SAT and ACT require LEA's to get prior authorization to use accommodations with individual students, whereas SBAC leaves those decisions to local LEA personnel.	
Scale compatibility with Idaho's K-8 assessment	Not immediate	Not immediate	Yes	High school ISAT by SBAC utilizes the same scale as K-8 assessments creating a seamless K-12 system.	
Assessment data that is actionable (e.g., can affect instruction)	Yes	Yes	Yes	All platforms claim to have this, but educators are divided on which provides the best and most informative data.	
Evidence that vendor has that demonstrates that if student performs well on the assessment they will do well in the future (e.g., in higher ed, etc.)	Yes	Yes	Yes	Provided separately by vendors	

AOC High School Assessment Recommendation

APPENDIX C: High School Assessment Comparison

Timeliness of assessment results	14-17 days for individual student score reports (to schools, districts, state); 2-4 weeks for schools, district, state to get standard electronic score report files, 6-12 weeks for state to get final accountability file	3 to 8 weeks for school, district and state results; 80% of students have scores within 10 business days	Per contract, max is 10 days (but average is 8 days)	
Any emerging options that address mastery / student-centered learning in an assessment	None	None	None	
Appropriate grade level for this assessment and why	11	11	10 or 11	
External / independent research that demonstrates quality (validity, reliability) of the assessment	Yes	Yes	Yes	Provided separately by vendors
External / independent research that demonstrates alignment of the test to Idaho's current standards	Partial – peer review	Partial – peer review	Yes	Provided separately by vendors
Ability to administer test remotely if there are public health issues in the future	No remote administration planned. Instead, building more flexibility into test dates, locations, start times	Anticipate remote proctoring of weekend testing will be available in spring 2021	Likely will be available spring 2021 (Consortium has adopted an optional shortened form that could be used for remote administration and is currently working on adoption of a remote administration policy)	

ATTACHMENT 1

AOC High School Assessment Recommendation

APPENDIX C: High School Assessment Comparison

Cost	Highest of the three	Middle	Lowest	Idaho's current Grade 3-8 and Grade 10 SBAC assessments combined cost less than just the high school SAT assessment.
Interim assessment capability	No	Yes	Yes	A number of districts in Idaho currently use the SBAC interim assessment system.

Definitions

Power Test vs. Speed Test: A power test is used to assess the underlying knowledge and skills a student has accumulated, without being limited by time. A power test focuses on measuring the level that a student has achieved. Speed tests assess student ability within specific time constraints, so a student's score reflects ability level within the context of time.

Norm Referenced vs. Criterion Referenced: Norm referenced tests compare the test taker's individual performance to the performance of a statistically selected group of students (the norming group) who completed the assessment at an earlier time. Criterion referenced tests measure an individual student's performance in comparison to a set of previously established criteria, such as academic standards (without comparing the individual student's performance to other students).

AOC High School Assessment Recommendation

APPENDIX D: Idaho TAC Feedback

Review of the Idaho "Comparison of High School Accountability Assessments"

Joseph M. Ryan Member, Idaho Technical Advisory Committee December 2020

Introduction

The considerations described in the "Comparison of High School Accountability Assessments" document are critically important and relevant to the process of evaluating the relative merits of the SAT, ACT, and ISAT by SBAC. There are other issues to be considered and certain of the issues mentioned in the current AOC document need some further elaboration as indicated below. The notes below are organized around the attributes in the AOC Comparison chart, but many issues cover numerous topics and are parts of several topics considered.

The major overring considerations, as with all measurement practices, are fairness and validity. Fairness means that all students, regardless of any background characteristics or special needs, have an equal opportunity to demonstrate what they know and can do with respect to the Idaho state standards. Validity refers to the degree to which there is evidence and theory supports inferences and conclusions about what students know and can do with regard to the standards.

Power test (untimed or generous time limits) vs. Speed test (timed)

Working quickly within a time limit is not specified as an aspect of the Idaho Standards so 'speededness' is what is referred to in educational measurement as a 'construct irrelevant' factor. Such a factor could inappropriately distort inferences about what students know and can do. While time allowed for assessment might be generous, students might nevertheless feel pressure and the need to hurry through the assessment if time limits have been announced. Special arrangement must always be made in time limits for students with special needs. Both the SAT and ACT allow additional testing time for students with disabilities.

The ISAT by SBAC is administered as a Computerized Adaptive Test (CAT) and so students move through the test at their own pace.

Norm referenced vs. Criterion referenced

It is important to clarify that "norm-referenced" and "criterion-referenced" are attributes of the score interpretation. Traditional norms can be developed for an assessment that is standards-based and tests reported against norms can be standards based. An assessment developed with the intention to support normative interpretation could be reversed engineered by 'tweaks' and augmentation to approximate an assessment designed to be standards-referenced. It is useful

AOC High School Assessment Recommendation

APPENDIX D: Idaho TAC Feedback

to make this distinction clear as different vendors will make a variety of claims about norm-versus criterion- or standards-referenced assessments.

The SAT and ACT were originally designed to support normative interpretations of students' test performance. They have been revised with the intention of supporting standard-referenced interpretations and this work is continuing. ISAT by SBAC has been conceived, designed, and developed to support standards-referenced interpretations and numerous reviews, local and peer reviews, confirm the validity of standards-referenced interpretation based on ISAT by SBAC.

Alignment to Idaho Content Standards

Alignment to the Idaho content standards is the single most important characteristic of the assessment. The purpose of the assessment program is to monitor and report students' status and progress with respect to the Idaho content standards. Alignment must be evaluated as completely as possible for any assessment being considered. This alignment is the key element claiming that the assessment used by Idaho is valid.

As mentioned above, the SAT and ACT were originally designed to support normative interpretations of students' test performance and have been adapted to match various states' standards. ISAT by SBAC, by contrast, was designed and constructed to assess specified content standards and the alignment to the Idaho standards has been confirmed.

Federal approval for accountability (Peer Review results)

The peer review process is often seen as simply a statutory compliance issue. However, the peer process gives the state an independent view of the quality of the assessment program, especially the degree to which it achieves it intended purposes in serving all students. A full endorsement indicates that an assessment is doing what it is designed to do.

The full endorsement via federal peer review of all SBAC states includes ISAT by SBAC and thus approves the use of ISAT by SBAC for use in the state's accountability program.

<u>Direct Idaho involvement in test development</u>

The involvement of state educators and other interested parties in the state is an important consideration often overlooked if psychometric considerations dominate assessment development. In addition to providing input based on local understanding and local experiences, the participation of parents, educators, and state leaders can facilitate and support local 'buy in' as a program is implemented.

The history of various in-state reviews with the participation of Idaho educators in various item reviews and other aspects of the ISAT development and approval show substantial Idaho involvement in test development.

AOC High School Assessment Recommendation

APPENDIX D: Idaho TAC Feedback

Ability to conduct bias & sensitivity review of item bank

The sense of state ownership is substantially enhanced when local educators can verify external reports of item bias and issues of item sensitivity. Idaho educators were allowed to examine the entire SBAC item bank used to construct ISAT by SBAC. For security reasons, the SAT and ACT do not have an open review policy for items bias and sensitivity but have numerous in-house reviews by experienced expert reviewers who would likely detect any items flagged by Idaho educators during a bias and sensitivity review.

College readiness indicator

This is a useful and important criterion for evaluating assessments for a state assessment programs. Traditionally, tests designed for this purpose were constructed to support normative interpretations and so the students who were highest ranked in math and verbal skills, by definition, outperformed other students. A major factor in developing these tests was the selection of test items from field testing that maximally differentiated students with relatively high and low scores. The differentiation of students is not the major consideration in a standards-based state assessment.

It should further be noted that not all students go to college or plan to go to college so that concerns about college readiness, college admissions and placement, should expand to the broader view of the k-12 educational needs of all students, not just the college-bound.

The SAT and ACT have a long and well documented history of successfully indicating students' likelihood of success in college. This, at least in part, can be attributed to the normative nature of these assessments. ISAT by SBAC does not have this extended history. Emerging evidence supports the value of ISAT by SBAC as one useful indicator of students' readiness for college. Also, reviews by higher education experts of the content standards on which ISAT by SBAC is based supports the value of ISAT by SBAC as an indicator of students' readiness for college.

Used by higher education for admissions and/or placement

A number of well-regard college and universities are moderating (and in some cases eliminating) the use of college entrance examinations for admissions considerations and many colleges have developed or have selected assessments for placement.

Further, to repeat from the previous section, not all students go to college, or plan to, so that concerns about college readiness, college admissions and placement, should keep a broader view of the k-12 educational needs of all students, not just the college-bound.

In the future, modifications to Grade 10-11 ISAT by SBAC might be considered in order to serve certain higher education needs without adding to the number of tests students must take.

English Language Learner accommodations

AOC High School Assessment Recommendation

APPENDIX D: Idaho TAC Feedback

This is a critical area and part of the overall validity consideration: What evidence is there that the assessment is valid for all students, specifically for students learning English? If there is variation in the support that different assessments provide for English Language Learners, then the relative strengths and weakness of the various assessments need to be weighed and evaluated.

The ACT and SAT provide some support in terms of accommodations for English Language Learners and ISAT by SBAC is seen as particularly strong in this regard.

Special Needs Student Accommodations

The peer review process seems to have a history of focusing particular attention on the degree to which an assessment offers depth, breadth, and flexibility in the accommodations provided to students with special needs.

The ACT describes and offers a variety of accommodations for students with disabilities; the SAT reports that accommodations are widely accepted and supported. ISAT by SBAC includes a wide range of accommodations for students with disabilities that yield scores that can be reported as part of the school's assessment results.

Scale compatibility with Idaho's K-8 assessment

The opportunity to provide a 'continuous progress' mapping of students on a common scale across grades is a valuable feature of an assessment program. This can be accomplished in a variety of ways and does not require a common scale. However, claims that assessments use a 'common scale' need to be explained in detail. One interpretation of 'common scale' is that within each grade, the same scale origin and variability is used. A different interpretation of 'common scale' is that there is a single cross-grade scale that has been vertically equated across grades. The later would be a much more useful and powerful scale.

The ISAT by SBAC is delivered as a computer adaptive test using specialized software for that purposes. The CAT program can be applied to most any item banks as long as they meet certain configuration requirements. In the ISAT by SBAC CAT context, it would be possible to extend the item bank for the Grade 10-11 tests toward Grade 9 and the Grade 8 item bank up toward Grade 9. Content specification and test blueprints would need to be honored and there would be cost considerations.

Assessment data that is actionable (e.g., can affect instruction)

The single most commonly and loudly voiced complaint of teachers about assessment is the inability of assessment to provide information that informs instructional practices. When

AOC High School Assessment Recommendation

APPENDIX D: Idaho TAC Feedback

teachers cannot use information from an assessment system to plan, design, monitor and modify instruction, then an assessment system has failed that educational purpose. The reference to an 'assessment system' is critical because the traditional single end-of-year assessment does not provide useful information for taking instructional actions.

An assessment system should include a variety of assessments, which are linked directly to appropriate instructional resources.

ISAT by SBAC has a number of assessment system components including different types of interim assessments and a collection of resources linked to the assessment results through the content standards. Many other assessments have supplementary materials but their connection to assessment results is somewhat vague.

It is important to mention that vendors should provide evidence that their various score reports and score reporting procedures were field tested and confirmed as communicating assessment results in ways that are actionable by teachers.

Evidence that if a student performs well on the assessment they will do well in the future (e.g., in higher ed, etc.)

This is very similar to the topic "College readiness indicator," and comments under that heading apply here as well. It is important to emphasize the states obligation to provide an education for all students is a much broader obligation that getting students ready for college.

<u>Timeliness of assessment results</u>

Assessment results cannot be actionable by teachers (see earlier section) unless the results are delivered in a timely fashion. Online presentations of results have facilitated the delivery process. The improvement of reporting systems should be a continuous priority since assessment results serve little instructional purpose until teachers have them.

Any emerging options that address mastery / student-centered learning in an assessment

The chart indicates 'None' for all three vendors. However, an assessment that is part of a comprehensive assessment systems with strong links to instructional resources might present options for a variety of learner supports.

Appropriate grade level for this assessment

The concept of a fixed form 'grade level' assessment is becoming somewhat outdated, especially in the context of computer adaptive testing (CAT). The CAT software is applied to an item bank and so the issue of 'grade level' becomes a question of how wide a range of items does the bank

AOC High School Assessment Recommendation

APPENDIX D: Idaho TAC Feedback

contain? The items in a bank can be written for a range of grades, in terms of content and relative difficulty, and scaled via equating to be on a common scale.

In the context of a cross-grade item bank, a test for the completion of high school would be targeted for grade 11 by selecting items designed for the content of that grade. Other carefully designed and developed items could be added to the same bank and could be used to construct tests at other grades.

Currently, ISAT by SBAC is listed as applicable for grade 10 or 11. A comprehensive expanded item bank could be developed so that items appropriate for the range of students and content in Grades 10 and 11 could be scaled onto a common scale. In a similar fashion, items appropriate in content and difficulty for Grade 9 might also be scaled onto the common scale, spanning grades 9-10.

External / independent research that demonstrates quality (validity, reliability) of the assessment

External/independent verification of test quality (reliability, validity) is highly desirable and should be evaluated carefully if it I supplied by a vendor whose product is being evaluated.

External / independent research that demonstrates alignment of the test to Idaho's current standards

External/independent verification of test alignment to state standards is highly desirable and should be evaluated carefully if it I supplied by a vendor whose product is being evaluated.

Ability to administer test remotely if there are public health issues in the future

Remote testing for public health reasons may be necessary from time to time in the near future and at other times. An assessment system with the capacity to be administered remotely should merit priority consideration for adoption.

The capacity to provide fair and valid assessment is an important feature of remote testing that needs to be evaluated very rigorously and thoroughly. Validity evidence collected from typical intact classroom settings is not necessarily applicable evidence of validity for remote assessment in assessment centers or home settings. Any considerations for adopting a remote assessment proposal should require that the vendor describe a plan for evaluating the validity of the assessment when employed remotely.

Cost

Cost must be a consideration within the framework of state procurement policies.

AOC High School Assessment Recommendation

APPENDIX D: Idaho TAC Feedback

Interim assessment capability

It is important to view a state's assessment efforts as an assessment system, in which different types of formative, interim, and summative assessments are all connected to each other, to the state's content standards, and to relevant and readily accessible instruction resources. The availability of easily accessible interim assessments supports the previous mentioned issues of test results being actionable and timely. ISAT by SBAC has a strong interim assessment component with focused block assessments and more broadly targeted interim assessments tied to the state standards and to a variety of instructional support resources.

Dr. Ryan received an A.B. in mathematics and M.Ed. in Educational Psychology from Boston College and a Ph.D. in Measurement, Evaluation, and Statistical Analysis from the University of Chicago. He was a professor of educational measurement and research at the University of South Carolina from 1974 to 1995, and at Arizona State University from 1995 until 2006. Dr. Ryan is a Fellow of the American Educational Research Association and a Professor Emeritus at Arizona State University. He has served on the Technical Advisory Committee (TAC) for the SMARTER Balanced Assessment Consortium and also TACs for the states of Alaska, Idaho, Connecticut, the New England Common Assessment Program, Ohio, Rhode Island, and Washington. His areas of technical expertise include score reporting and interpretation, scaling, equating, standard setting, and bias or DIF analyses.

AOC High School Assessment Recommendation

APPENDIX D: Idaho TAC Feedback

Review of the Idaho "Comparison of High School Accountability Assessments"

Ed Roeber Member, Idaho Technical Advisory Committee December 2020

Kevin Whitman, Director of Assessment for the Idaho State Department of Education, sent the Idaho Technical Advisory Committee (TAC) the document titled "Comparison of High School Accountability Assessments," dated 12/1/2020, for its review. The chart summarizes the work of the Idaho Accountability Oversight Committee's (AOC) examination of the three key choices for high school accountability assessments in Idaho.

This review includes three parts:

- 1. Commentary on some of the listed attributes
- 2. Suggested additional attributes and comments to be added to the AOC chart.
- 3. Recommendations

Review of the AOC Chart

The AOC chart lays out a number of useful attributes of the assessments that can be used at the high school level for student guidance, college entrance, and accountability. The following commentary is on both the level of details that might be important to include for some of the attributes listed, as well as suggesting additional attributes might be added to the chart. This is followed by recommendations.

Commentary on Some of the Listed Attributes

Listed Attribute	Additional Details
Alignment	Both the ACT and SAT are only partially aligned to state content standards, and
	the alignment differs each year. This is because test forms for both the ACT and
	SAT are constructed to predict overall performance, not alignment to the
	content standards in any state. This means the augmentation needed for the
	ACT and SAT will be different each year, which is an added test development
	and field test cost.
Federal Approval	In the past, states were required to work towards obtaining full Peer approval.
for Accountability	Under the Trump administration, "Substantially Meets" seems to have become
	the equivalent – a level "close enough," not requiring additional action on the
	part of the state. It is uncertain what the new administration will require.

AOC High School Assessment Recommendation

APPENDIX D: Idaho TAC Feedback

r	
Ability to review the item bank for bias & sensitivity	The ACT and SAT columns are accurate in that these organizations will not permit users to examine te items in their item banks. However, each organization invests considerable resources in conducting these reviews so it is unlikely that if a state review was permitted, anything substantially negative would be found.
Used by higher education for admissions purposes	While the Grade 10 ISAT by SBAC is not used for higher education admission purposes in Idaho, did the AOC consider shifting this assessment to grade 11? Other states do so, and while there is some analytical work needed to make this change (and it does have Peer Review implications), the work is not substantial. It might provide a way for the state to use its current exam in a manner that permits students to apply to ID universities.
	In considering this change, it might be useful to determine which other SBAC states have agreements with their institutions of higher education for the use of the SBAC tests for higher education admissions, and if so, whether such agreements would permit ID students to use grade 11 test results to apply for admission at those institutions. In other words, would such the universities in those states permit the use of ISAT by SBAC for college admissions at those universities?
ELL Accommodations	Both the ACT and SAT offer a limited array of accommodations for ELLs that result in college-reportable scores. This is a real drawback to both tests. Students with disabilities are offered a wide range of accommodations that result in college-reportable scores, such as listening to the reading test being read to them and receiving college-reportable scores. However, the range of accommodations permitted for ELLs that result in college-reportable scores is much more limited. There is no sound educational reason for this difference.
Special Needs Student Accommodations	The ACT and the College Board differ substantially on accommodations for students with disabilities are handled. In both cases, an accommodations coordinator has to assemble the evidence for the need for an accommodation and then submit this information to the ACT or College Board. These organizations determine if the accommodations are approved.
	The College Board does not publish lists of available accommodations nor which ones result in college-reportable scores. Instead, they offer assurances that virtually all requests for accommodations are accepted (with limited proof backing up this claim).
	The ACT does have a very detailed list of available/approvable accommodations for these student and this list provides guidance on which accommodations will result in college-reportable scores

AOC High School Assessment Recommendation

APPENDIX D: Idaho TAC Feedback

Reporting Scale	One way some states have addressed this issue is to add additional assessments
Not Comparable to Idaho's K-8	in grades 9 or 10, or changed which assessment is used at grade 8. For example, Michigan uses the SAT at grade 11, and the PSAT at grades 8, 9, and 10. Thus, it
Assessments	has a comparable cross-grade scale. Of course, it costs to add testing in grade 9
	and 10, as well as use commercial College Board products in grades 8-11. If the ISAT was shifted to grade 11 (by tweaking the grade 10 test through
	adding grade 11 standards and items to it), the current grade 10 test could
	continue to be used, and a grade 9 version of it could be added by tweaking the
	assessment by adding grade 9 standards and items. This could provide a
	common grade 9-11 assessment so that students could be given "early" college readiness messages (e.g., 'on-track for college and career readiness.'), and
	growth in student achievement could be used as an accountability measure.
Assessment Data is	Yes, all test data is actionable from each test, but by whom, for what purposes,
Actionable	and to what extent? This is a big deal. Actions potentially include:
	For use in college admissions;
	For review and enhancement of the school's instructional programs in grades
	8-11;To help students to see how college and career ready they are;
	To assist students to improve their readiness for college (i.e., not having to
	take remedial courses as a freshman);
	Taking and passing credit-bearing courses in each discipline as a freshman;
	obtaining a GPA of 2.0 or better as a freshman).
	It is vital to define the intended uses before answering whether each test can
	meet this attribute.
	One difference in the use of the data is that ISAT tends to hold <i>schools</i>
	accountable for student performance, while the ACT and SAT are more likely to
	hold <i>students</i> accountable for their test performance. Which is more important
	to the AOC for improving student achievement/college readiness now and in the future?
Appropriate Grade	Might the ISAT column be changed to "grades 11 or 12" (see above)?
Level for the Exam	
Alignment Data	Each vendor can provide both their own internal data on alignment they have generated, as well as external, independent data that other states have
	gathered. The key in such independent studies from other states is the extent of
	alignment between other states' standards and those used in Idaho. "Partial
	alignment" is most likely correct status for alignment.
Cost	This has been a major difference between a college entrance exam (CEE) and a state assessment used for accountability purposes. Michigan, by competitively
	bidding the program a few years ago, found that the SAT was less expensive
	than the ACT due to more intensive competition between ACT and the College
	Board. Still, prices were four-times higher for use of a CEE over the previous
	state-developed exam.

10

AOC High School Assessment Recommendation

APPENDIX D: Idaho TAC Feedback

Additional Attributes and Comments

There are several additional ways on which to compare the SAT, ACT, and ISAT. These are listed below, along with commentary about each attribute.

New Attribute	SAT	ACT	ISAT by SBAC	Notes
Student Accommodation Requests	As noted, formal requests for accommodations must be made to SAT district accommodations coordinators appointed by districts. Documentation of the need for an accommodation	As noted, formal requests for accommodations must be made to ACT by district accommodations coordinators appointed by districts. Documentation of the need for an accommodation	As noted, Idaho districts make the determination of needed accommodations locally and do not have to apply for them.	Getting ACT or the College Board to approve accommodations requests can a time-consuming, frustrating process for some local educators and parents.
Learning Support Materials	must be provided. The College Board offers no-cost access to the Khan Academy platform. It provides extensive learning resources for students.	must be provided. ACT offers no-cost access to its learning platform, which is not as extensive as Khan Academy's platform. It also provides some learning resources for students.	No such resource is available, per se, although SBAC offers Tools for Teachers which does provide some instructional support for teachers who use the Smarter assessments.	The College Board rightfully points out their goal of helping students to be ready for college when the take the CEE (or improving their readiness before re-testing). How might Idaho address this issue if ISAT is used as the CEE?
Re-Tests	Students who take the state-paid SAT can retest at a later date by signing up for a Saturday CEE administration. Vouchers are available for lowincome students.	Students who take the state-paid ACT can retest at a later date by signing up for a Saturday CEE administration. Vouchers are available for lowincome students	SBAC does not currently offer the opportunity for 11 th graders to retest in fall grade 12. There is only one time when they currently retest in 12 th grade (spring).	This issue is most pertinent for students who are not satisfied with their CEE score. Would Idaho permit these students to re-test in the fall of 12 th grade (thus

AOC High School Assessment Recommendation

APPENDIX D: Idaho TAC Feedback

	Could the ISAT be	necessitating
	offered in the fall	giving ISAT twice
	and spring if used	in grade 12)?
	as a CEE for	
	accountability	
	purposes?	

Recommendations

It is the opinion of this reviewer that the easiest and best solution for which CEE test to use in Idaho is to change the ISAT by SBAC for use initially in grade 11, with re-testing in grade 12, and administering the ISAT with all eleventh graders. This could lead to the elimination of the use of the SAT (or the adoption of the ACT) for all eleventh graders, thus saving both testing time and costs.

With the savings from not administered the SAT (or the ACT), some thought should be given to retaining the current grade 10 ISAT assessment, and potentially considering the creation of a grade 9 version of ISAT. This would permit schools to monitor what proportion of students who are 'on track to be college and career ready' in grades 9 and 10, and then who are college and career ready (in grade 11). This would be valuable accountability information at the school and district levels, as well as important and motivating information for students and their families. Such comprehensive information would be useful in assuring that schools work to improve the college and career readiness of all students.

If the state still wanted to provide a state-paid opportunity for those students who do need a SAT (or ACT) CEE score for admissions to universities that require such a score, the state could offer state-paid vouchers for student use to pay for a regular Saturday administration of either CEE.

AOC High School Assessment Recommendation

APPENDIX D: Idaho TAC Feedback

Review of the Idaho "Comparison of High School Accountability Assessments"

Damian Betebenner Member, Idaho Technical Advisory Committee Member Senior Association National Center for the Improvement of Educational Assessment December 2020

Kevin Whitman, director of assessment for the Idaho State Department of Education, sent the Idaho Technical Advisory Committee (TAC) the document titled "Comparison of High School Accountability Assessments," dated 12/1/2020 for its review. In the document is a chart summarizing the work of the Idaho Accountability Oversight Committee's (AOC) examination of the three key choices for high school accountability assessments in Idaho: ACT, SAT, ISAT by SBAC.

The chart summarizing the work by the AOC was tasked with the following: "Examine the current options for high school assessments and make a recommendation concerning which high school assessment Idaho high school students should be completing."

The AOC is asking for the TAC's input on this comparison document. Points of interest include:

- Are the statements accurate? Vendor presentations may offer a more optimistic view of their own products than you all would provide as impartial experts.
- Are there considerations not currently included in the template that you think merit consideration in the AOC's decision-making process?
- Is there general feedback/guidance you would offer on how to best approach high school assessments?

Below are the responses to the bulleted items in order that they appear:

Are the statements accurate? Vendor presentations may offer a more optimistic view of their own products than you all would provide as impartial experts.

In general, the statements are broadly accurate but there are missing details in the answers provided that are critical to the decision-making process.

- The answers to "Alignment to Idaho content standards" are generally accurate. However, as a consequence, if full alignment with Idaho standards is required, then Idaho must consider how (and at what cost) to modify the ACT and SAT so that they fully align.
- The answer to "Used by higher education for entrance and/or placement" is likely misleading for ISAT by SBAC. It is not clear how many institutions would accept ISAT by SBAC for entrance and/or placement. This is likely a critical issue as the adoption of a test

13

AOC High School Assessment Recommendation

APPENDIX D: Idaho TAC Feedback

that is not utilized for college entrance decisions by a large number of colleges/universities is not really a college entrance examination.

 The answers addressing accommodations make significant details that must be considered. Accommodations offered by ACT and SAT are often more limited so as not to impact the predictive validity associated with the instrument. Accommodations offered by ISAT by SBAC are more extensive. Detail on ACT and SAT regarding whether certain accommodations lead to score invalidation will be critical in determining whether all students will receive a valid CEE score.

Are there considerations not currently included in the template that you think merit consideration in the AOC's decision-making process?

- Due to the COVID pandemic, some colleges and universities are altering their entrance criteria to make CEE optional. Whether this is a permanent change is not known but something that the AOC should determine (particularly with regard to the colleges/universities frequently attended by Idaho students --- BSU, UI, ISU, ...). The less essential CEE are, the less important utility for college/university entrance becomes.
- Can the ISAT by SBAC be given in the 11th grade to make it more in line with other CEE? From the table provided it appears as though it can.
- The instructions for our work stated that, "As a graduation requirement, high school students must also participate in a college entrance exam." Is there a definition of "college entrance exam" provided somewhere? Clearly, the ACT and SAT would be deemed CEEs. It is likely a stretch to call the ISAT by SBAC a CEE. Would that be a problem?
- Were ISAT by SBAC to be selected, would a substantial number of students in Idaho take the ACT and/or SAT anyway? If so, would this be acceptable?

Is there general feedback/guidance you would offer on how to best approach high school assessments?

- Like with many decisions related to student testing and accountability, there are technical considerations and practical considerations.
- In terms of technical considerations, as the chart provided by AOC summarizes, in most categories ISAT by SBAC is a superior choice based upon technical considerations. The test aligns with state standards and is on the same scale as the current ISAT assessments. From cost and technical perspectives, I would recommend ISAT by SBAC.
- In terms of practical considerations (particularly utility for college entrance and placement decisions) SAT and ACT are superior. The ISAT by SBAC is comparable in predictive validity with the SAT and ACT. However, it appears to not be used as widely for that purpose.

14

AOC High School Assessment Recommendation

APPENDIX D: Idaho TAC Feedback

• Even more practically, how would the decision on adopting one of these tests be received by policy makers and parents. This seems like a critical issue and one the should be handled with care.

AOC High School Assessment Recommendation

APPENDIX D: Idaho TAC Feedback

Review of the Idaho "Comparison of High School Accountability Assessments"

Patricia Almond Member, Idaho Technical Advisory Committee December 2020

Evidence Considered:

- AOC Task: "Examine the current options for high school assessments make a recommendation concerning which high school assessment Idaho high school students should be completing."
- Presentation evidence from the vendors RE: SAT, ACT, SBAC HS assessment including slide presentations and clarifying documentation.
- Comparison of High School Accountability Assessment, 12/01/2020
- Reviews of the Comparison of High School Accountability Assessments in Idaho submitted by Dr Joe Ryan and Dr Ed Roeber.

This review includes three parts:

- 1. General observations about the options for high school assessments
- 2. Queries regarding a "recommendation concerning which high school assessment Idaho high school students should be completing."
- 3. Recommendation for the AOC to consider adding the following considerations to their comparison analysis.

NOTE: At the time I completed this review I already had in-hand both Dr Roeber and Dr Ryan's reviews. I had reviewed the information provided by the vendors, the Comparison document regarding options for high school assessment, and Drs Roeber and Ryan's reviews, which I believe were each technically sound and thorough. This review raises underlying questions that observed in reviewing this body of information.

General Observations About the Options for High School Assessments

- Several Options: It seems that the options: when administered, which assessment, is a
 retest and opportunity available, and most importantly what is the purpose for the high
 school assessment? These options include conditions. If the question "which assessment
 should Idaho students take?" proposes a single high school test these differences are
 worthy of considering.
- Purpose: The assessments, SAT, ACT, ISAT by SBAC, each are high school assessments with varying costs, implementation challenges, and validity for the purposes they were

16

AOC High School Assessment Recommendation

APPENDIX D: Idaho TAC Feedback

developed to address. Getting down to a single assessment to meet all purposes: school, district, and state accountability; information to guide instruction and especially readiness for college (which resembles high school graduation in making decisions at the individual student level). In addition, there are questions the validity and reliability of each for the individual purposes.

 Considerations for accessibility and accommodations for English Language Learners and Students with Disabilities were addressed very well by both of my fellow Technical Advisory Members. I have little to add regarding the points made except to note there are substantive differences among the three high school assessments.

Queries Regarding a "Recommendation Concerning Which High School Assessment Idaho High School Students Should Be Completing":

- Back to Purpose: More may need to be said or investigated about whether any of these
 assessments will meet validity requirements for an assessment that measures school,
 district, and state accountability and at the same time provide adequate to make decision
 about college entrance and placement.
- Cost and Burden: It is understandable that two separate high school assessments schedule one year apart represent a burden to schools, faculty, students, and families. Especially, when as pointed out, not all students are college bound.

Recommendation for the AOC to consider adding the following considerations to their comparison analysis.

- Validity for Testing Purpose
- Fairness for individuals who may be refused college admission on the basis of test scores alone.
- Determine if the task, truly calls for recommending a single high school assessment for all purposes.

SUBJECT

2022-2027 K-20 Education Strategic Plan

REF	ER	EN(CE
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June 2019

October 2019

December 2015 Board received update on progress toward 60% educational attainment goal and areas consideration as policy levers for increasing degree production and approved the updated K-20 Education Strategic Plan including adjustment to level of credential benchmarks. December 2016 Board reviewed and discussed amendments to the Board's FY18-FY22 K-20 Education Strategic plan and approved amendments to the Board's FY18-FY22 Higher Education Research Strategic Plan. Board discussed in detail goal one and possible August 2017 amendments to the K-20 Education strategic plan and requested the Planning, Policy and Governmental Affairs Committee continue the work and bring back proposed amendments to the Board for consideration. December 2017 Board discussed and requested additional changes to the Board's new strategic plan. Board approved new K-20 Education Strategic Plan February 2018 (FY20-FY24) significantly rewriting the Objectives, and Performance Measures. Board reviewed the K-20 Educational System October 2018 performance measures and directed staff to remove a number of performance measures and bring forward annual degree production targets for consideration in the updated K-20 Education Strategic Plan for the December 2018 Board meeting. Board reviewed the draft K-20 Education Strategic December 2018 Plan and discussed setting institution level credential production goals by level of credential. February 2019 Board approved updated K-20 Education Strategic Plan and reviewed data on Idaho's workforce

education gap and potential credential production targets. Directed staff to do additional work with the Department of Labor, Department of Commerce, Workforce Development Council, and Governor's Office on identifying workforce need and production targets.

Board approved updated FY20-FY24 Institution,

Agency, and Special/Health program strategic plans. Board reviewed K-20 Education System performance

during the Work Session and Literacy Growth Targets during the Planning, Policy and Governmental Affairs

	portions of the agenda
February 2020	Board approved amendments to the FY21 K-20
•	Education Strategic Plan.
May 2020	The Board discussed amendments to the Board's K-
	20 Strategic plan as part of a facilitated Board retreat.
June 2020	Board approved the institutions' and agencies'
	strategic plans and delegated approval of the health
	and special program plans to the Executive Director.
August 2020	Board approved a new mission and vision statement
	for the K-20 Education Strategic plan.
October 2020	Board reviewed K-20 Education System performance
	measures.

Board discussed possible amendments to the FY 22 K-20 Education Strategic Plan.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M. Planning and Reporting Section 67-1903, Idaho Code

BACKGROUND/ DISCUSSION

December 2020

Idaho State Constitution, Article IX, Section 2, provides that the general supervision of the state educational institutions and public school system of the State of Idaho, "shall be vested in a state board of education, the membership, powers and duties of which shall be prescribed by law." Through obligations set in the State Constitution and Idaho statutes, the State Board of Education (Board) is charged with the general supervision, governance and control of all educational institutions and agencies supported in whole or in part by the state. This includes public schools, colleges and universities, Department of Education, Division of Career Technical Education, Idaho Public Television, and the Division of Vocational Rehabilitation. The Board and its executive agencies are charged with enforcing and implementing the education laws of the state.

Due to these broad responsibilities, the Board serves multiple roles. The Board sits as a policy-making body for all public education in Idaho, provides general oversight and governance for public K-20 education, and has a direct governance role as the Board of Regents for the University of Idaho and the board of trustees for the other public four-year college and universities. The K-20 Education strategic plan must encompass and serve all of these aspects of Idaho's public education system.

The Board's strategic plan is a forward-looking roadmap used to guide future actions, define the vision and mission of Idaho's K-20 educational system, guide growth and development, and to establish priorities for resource distribution. Strategic planning provides a mechanism for continual review to ensure excellence in public education throughout the state. The strategic plan establishes the Board's

goals and objectives that are consistent with the Board's governing ideals and communicates those goals and objectives to the agencies and institutions under the Board, to the public and other stakeholder groups. At the October regular Board meeting, the Board reviews performance measures from the K-20 Education Strategic Plan as well as the performance of the agencies and institutions. Unlike the strategic plan work, the performance measure review is a backward look at progress made during the previous four years toward reaching the strategic plan goals and objectives.

Section 67-2903, Idaho Code, sets out minimum planning elements that are required to be in every agency and institution strategic plan as well as the annual review and updating requirement that is the basis for the Board's strategic planning cycle. The state strategic planning requirements are identified in Attachment 2.

IMPACT

Once the Board has approved the updated strategic plan, the agencies, institutions and special/health programs will update their strategic plans for the Board's consideration in April 2021 with final approval scheduled for June 2021.

ATTACHMENTS

Attachment 1 – FY 2022–2027 K-20 Education Strategic Plan - Consolidated Attachment 2 – Strategic Planning Requirements

STAFF COMMENTS AND RECOMMENDATIONS

At its October 2020 regular meeting the Board reviewed the performance of Idaho's K-20 education system based on progress towards the benchmarks and performance targets of the K-20 Education Strategic Plan, which includes the agencies, institutions and special/health programs that makeup Idaho's education system. The Board took a deep dive into the metrics used to measure progress toward Board Goal 2, Educational Readiness. As part of the conversation, there was interest expressed in having a more in-depth conversation around strategies that are being used to close the gap between where we are at and the benchmarks set in the strategic plan. Board members indicated they would like to focus on K-3 literacy and education readiness. Attachment 3 identifies work that has recently been done or is currently being done in the area of literacy intervention and educational readiness.

Pursuant to Section 33-1615, Idaho Code, students in kindergarten through grade three will have their reading/literacy skills tested on the statewide assessment at least twice a year and the State Department of Education will report the results of the assessment to the Board, the Legislature and Governor and the results will be made available to the public by school and district. Pursuant to Section 33-1616, Idaho Code, the Board is required to promulgate rules implementing the provisions of the chapter and include "student trajectory growth to proficiency benchmarks and a timeline for reaching such benchmarks." The data from the statewide reading assessment are necessary to set meaningful literacy growth targets. The

Board approved the current literacy growth targets at the August 2016 Regular Board meeting. Those targets are codified in IDAPA 08.02.01.802. The existing targets were set based on the legacy version of the Idaho reading indicator (IRI). At this time, data needed to develop new literacy growth targets are not available. Work on setting new literacy growth targets includes amending the current targets in Administrative Code. The negotiated rulemaking process required for amending these targets is currently scheduled to start spring 2021.

During the December 2020 Regular Board meeting strategic planning work session, the Board discussed its strategic priorities focused on literacy proficiency and student readiness. The K-20 Education Strategic Plan is documentation of the Board's goals and objectives for education in Idaho and serves as the state's plan for Idaho's K-20 education system and must be aligned to Idaho's constitutional responsibility for a uniform and thorough education system. The proposed amendments identified during the work session and incorporated into the plan in Attachment 1 include:

- Adding an additional performance measure to Goal 2, Objective A, measuring cohort literacy proficiency growth;
- Removal of the performance measure under Goal 2, Objective B, measuring number of students participating in early readiness opportunities. Staff were not able to find a way to measures participation; and
- Change wording on Goal 3, Objective A, from degrees produced to degrees conferred.

Staff recommends approval of the strategic plan as amended in Attachment 1.

BOARD ACTION

I move to approve the FY 2022-2027 K-20 Education Strategic plan as provided in Attachment 1.

Moved by Seconded by Carried Yes No	Moved by	Seconded by	Carried Yes	No	
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ATTACHMENT 1



Idaho K-20 Public Education - Strategic Plan

MISSION

To drive improvement of the K-20 education system for the citizens of Idaho, focusing on quality, results, and accountability.

VISION

A student-centered education system that creates opportunities for all Idahoans to improve their quality of life.

An Idaho Education: High Potential – High Achievement

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT –

Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

GOAL 2: EDUCATIONAL

READINESS — Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and work force opportunities by assuring they are ready to learn at the next educational level.

GOAL 3: EDUCATIONAL

ATTAINMENT – Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.

GOAL 4: WORKFORCE

READINESS - The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

- Objective A: Data Access and Transparency Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.
- <u>Objective B: Alignment and Coordination</u> Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).
- <u>Objective A: Rigorous Education</u> Deliver rigorous programs that challenge and prepare students to transition through each level of the educational system.
- Objective B: School Readiness Explore opportunities to enhance school readiness
- Objective A: Higher Level of Educational Attainment Increase completion of certificates and degrees through Idaho's educational system.
- <u>Objective B: Timely Degree Completion</u> Close the achievement gap, boost graduation rates and increase on-time degree completion through implementation of the Game Changers (structured schedules, math pathways, co-requisite support).
- <u>Objective C: Access</u> Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.
- Objective A: Workforce Alignment Prepare students to efficiently and effectively enter and succeed in the workforce.
- Objective B: Medical Education Deliver relevant education that meets the health care needs of Idaho and the region.

ATTACHMENT 1



FY2022-2027 Idaho K-20 Public Education - Strategic Plan

An Idaho Education: High Potential – High Achievement

MISSION STATEMENT

To drive improvement of the K-20 education system for the citizens of Idaho, focusing on quality, results, and accountability.

VISION STATEMENT

A student-centered education system that creates opportunities for all Idahoans to improve their quality of life.

GUIDING VALUES

- Access
- Innovation
- Preparedness
- Resilience

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT (systemness) – Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

<u>Objective A: Data Access and Transparency</u> - Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.

Performance Measures:

 Development of a single K-20 data dashboard and timeline for implementation.

Benchmark: Completed by FY2020FY2022

<u>Objective B: Alignment and Coordination</u> – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).

Performance Measures:

 Percent of Idaho community college transfers who graduate from fouryear institutions.

ATTACHMENT 1

Benchmark: 25% or more

II. Percent of postsecondary first time freshmen who graduated from an Idaho high school in the previous year requiring remedial education in math and language arts.

Benchmark: 2 year – less than 55% 4 year – less than 20%³

GOAL 2: EDUCATIONAL READINESS (student-centered) – Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and workforce opportunities by assuring they are ready to learn for the next educational level.

<u>Objective A: Rigorous Education</u> – Deliver rigorous programs that challenge and prepare students to transition through each level of the educational system.

Performance Measures:

- I. Percentage Performance of students scoring at grade level or higher on the statewide reading assessment (broken out by grade level, K-3).
 Benchmark: TBD (Benchmark will be set after Spring 2020 2021 IRI results received)
- II. Growth Fall to Spring of student cohorts scoring at grade level or higher on the statewide reading assessment (broken out by grade level, K-3).

 Benchmark: TBD (Benchmark will be set after Spring 2021 IRI results received)
- II. Percentage of students meeting proficient or advance on the Idaho Standards Achievement Test (broken out by subject at each transition grade level, 5, 8, high school).

Benchmark:

Idaho Standards Achievement Test	by 2022/ESSA Plan Goal
Math	
5th Grade	58.59%
8th Grade	57.59%
High School	53.30%
ELA	
5th Grade	68.04%
8th Grade	67.64%
High School	73.60%
Science	_
5th Grade	FY21 Baseline
High School	FY21 Baseline

ATTACHMENT 1

III. High School Cohort Graduation rate.

Benchmark: 95%³ or more

IV. Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks.

Benchmark: SAT – 60%¹ or more ACT – 60%¹ or more

V. Percent of high school graduates who participated in one or more advanced opportunities.

Benchmark: 80%1 or more

VI. Percent of dual credit students who graduate high school with an Associates Degree.

Benchmark: 3%² or more

VII. Percent of high school graduates who enroll in a postsecondary institution:

Within 12 months of high school graduation.

Benchmark: 60%3 or more

Within 36 months of high school graduation.

Benchmark: 80%4 or more

<u>Objective B: School Readiness</u> – Explore opportunities to enhance school readiness.

Performance Measures:

I. Percentage of students scoring at grade level on the statewide reading assessment during the Fall administration in Kindergarten.

Benchmark: TBD (Benchmark will be set after Spring 2020 IRI results received)

II. Number of students participating in early readiness opportunities facilitated by the state.

Benchmark: TBD

GOAL 3: EDUCATIONAL ATTAINMENT (opportunity) – Ensure Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.

<u>Objective A: Higher Level of Educational Attainment</u> – Increase completion of certificates and degrees through Idaho's educational system.

Performance Measures:

I. Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study.

Benchmark: 60% or more

ATTACHMENT 1

- II. Total number of certificates/degrees produced confered, by institution per year:
 - a) Certificates
 - b) Associate degrees
 - c) Baccalaureate degrees

Total number of certificates/degrees produced, by	Benchmark
institution annually	
Certificates of at least one year	TBD
College of Eastern Idaho	TBD
College of Southern Idaho	TBD
College of Western Idaho	TBD
North Idaho College	TBD
Boise State University	TBD
Idaho State University	TBD
Lewis-Clark State College	TBD
University of Idaho	TBD
Associate degrees	TBD
College of Eastern Idaho	TBD
College of Southern Idaho	TBD
College of Western Idaho	TBD
North Idaho College	TBD
Boise State University	TBD
Idaho State University	TBD
Lewis-Clark State College	TBD
University of Idaho	TBD
Baccalaureate degrees	TBD
Boise State University	TBD
Idaho State University	TBD
Lewis-Clark State College	TBD
University of Idaho	TBD

III. Percentage of new full-time degree-seeking students who return (or who graduate) for second year in an Idaho postsecondary public institution.

(Distinguish between new freshmen and transfers)

Benchmark: (2 year Institutions) 75%³ or more (4 year Institutions) 85%³ or more

IV. Percent of full-time first-time freshman graduating within 150% of time or less (2yr and 4yr).

Benchmark: 50%³ or more (2yr/4yr)

ATTACHMENT 1

<u>Objective B: Timely Degree Completion</u> – Close the achievement gap, boost graduation rates and increase on-time degree completion through implementation of the Game Changers (structured schedules, math pathways, co-requisite support).

Performance Measures:

I. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting.

Benchmark: 50% or more

II. Percent of new degree-seeking freshmen completing a gateway math course within two years.

Benchmark: 60% or more

III. Median number of credits earned at completion of Associate's or Baccalaureate degree program.

Benchmark: Transfer Students: 69/138² or less **Benchmark:** non-transfer students: 69/138² or less

<u>Objective C: Access</u> - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

Performance Measures:

- I. Annual number of state-funded scholarships awarded and total dollar amount.

 Benchmark: 3,000⁶ or more, \$16M⁷ or more
- II. Proportion of postsecondary graduates with student loan debt.

Benchmark: 50% or less⁸

III. Percent of students who complete the Free Application for Federal Student Aid (FAFSA).

Benchmark: 60% or more

IV. Percent cost of attendance (to the student)

Benchmark: 96%⁴ or less of average cost of peer institutions

V. Average net cost to attend public institution.

Benchmark: 4-year institutions - 90% or less of peers⁴ (using IPEDS calculation)

VI. Expense per student FTE

Benchmark: \$20,000⁴ or less

VII. Number of degrees produced

Benchmark: 15,000³ or more

ATTACHMENT 1

GOAL 4: WORKFORCE READINESS (opportunity) – Ensure the educational system provides an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

<u>Objective A: Workforce Alignment</u> – Prepare students to efficiently and effectively enter and succeed in the workforce.

Performance Measures:

I. Percentage of students participating in internships.

Benchmark: 10%4 or more

II. Percentage of undergraduate students participating in undergraduate research.

Benchmark: Varies by institution⁴

- III. Percent of non STEM to STEM baccalaureate degrees conferred in STEM fields (CCA/IPEDS Definition of STEM fields).

 Benchmark:
- IV. Increase in postsecondary programs tied to workforce needs per year.

 Benchmark: 109 or more

<u>Objective B: Medical Education</u> – Deliver relevant education that meets the health care needs of Idaho and the region.

Performance Measures:

- I. Number of University of Utah Medical School or WWAMI graduates who are residents in one of Idaho's graduate medical education programs.

 Benchmark: 8¹⁰ graduates at any one time
- II. Idaho graduates who participated in one of the state sponsored medical programs who returned to Idaho.

Benchmark: 60%11 or more

III. Percentage of Family Medicine Residency graduates practicing in Idaho.

Benchmark: 60%11 or more

IV. Percentage of Psychiatry Residency Program graduates practicing in Idaho.

Benchmark: 50%¹¹ or more

V. Medical related postsecondary programs (other than nursing).

Benchmark: 1009 or more

KEY EXTERNAL FACTORS

Idaho public universities are regionally accredited by the Northwest Commission on

ATTACHMENT 1

Colleges and Universities (NWCCU). To that end, there are 24 eligibility requirements and five standards, containing 114 subsets for which the institutions must maintain compliance. The five standards for accreditation are statements that articulate the quality and effectiveness expected of accredited institutions, and collectively provide a framework for continuous improvement within the postsecondary institutions. The five standards also serve as indicators by which institutions are evaluated by national peers. The standards are designed to guide institutions in a process of self-reflection that blends analysis and synthesis in a holistic examination of:

- > The institution's mission and core themes:
- The translation of the mission's core themes into assessable objectives supported by programs and services;
- > The appraisal of the institution's potential to fulfill the Mission;
- > The planning and implementation involved in achieving and assessing the desired outcomes of programs and services; and
- > An evaluation of the results of the institution's efforts to fulfill the Mission and assess its ability to monitor its environment, adapt, and sustain itself as a viable institution.

EVALUATION PROCESS

The Board convenes representatives from the institutions, agencies, and other interested education stakeholders to review and recommend amendments to the Board's Planning, Policy and Governmental Affairs Committee regarding the development of the K-20 Education Strategic Plan. Recommendations are then presented to the Board for consideration in December. Additionally, the Board reviews and considers amendments to the strategic plan annually, changes may be brought forward from the Planning, Policy, and Governmental Affairs Committee, Board staff, or other ad hoc input received during the year. This review and re-approval takes into consideration performance measure progress reported to the Board in October.

Performance towards meeting the set benchmarks is reviewed and discussed annually with the State Board of Education in October. The Board may choose at that time to direct staff to change or adjust performance measures or benchmarks contained in the K-20 Education Strategic Plan. Feedback received from the institutions and agencies as well as other education stakeholders is considered at this time.

PPGA TAB 5 Page 8

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¹ Benchmark is set based on the increase needed to meet the state educational attainment goal (60%).

² Benchmark is set based on analysis of available and projected resources (staff, facilities, and funding).

³ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and available and projected resources (staff, facilities and funding). Desired level of achievement is based on projected change needed to move the needle on the states 60% educational attainment goal.

⁴ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and available and projected resources (staff, facilities and funding).

⁵-Benchmark is set based on the Georgetown Study of workforce needs in Idaho in 2020 and beyond-

⁶ Benchmarks are set based on an analysis of historical trends combined with desired level of achievement.

ATTACHMENT 1

⁷ Benchmarks are set based on performance of their WICHE peer institutions and are set to bring them either in alignment with their peer or closer to the performance level of their peer institutions.

⁸ Benchmarks are set based on analysis of available and projected resources (staff, facilities, and funding) and established best practices and what can realistically be accomplished while still qualifying as a stretch goal and not status quo.

⁹ New measure.

¹⁰ Benchmark is set based on projected and currently available state resources.

¹¹ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and available and projected resources (staff, facilities and funding). Desired level of achievement is set at a rate greater than similar programs in other states.

ATTACHMENT 2

Strategic Planning Requirements

Pursuant to sections 67-1901 through 1903, Idaho Code, and Board Policy I.M. the strategic plans for the institutions, agencies and special/health programs under the oversight of the Board are required to submit an updated strategic plan each year. This requirement also applies to the states K-20 Education Strategic Plan developed by the Board. These plans must encompass at a minimum the current year and four years going forward. The separate area specific strategic plans are not required to be reviewed and updated annually; however, they are required to meet the same formatting and component requirements. The Board planning calendar schedules the K-20 Education Strategic Plan to come forward to the Bard at the December Board meeting and again for final review, if necessary, at the February Board meeting. The institution and agency strategic plans come forward annually at the April and June Board meetings, allowing for them to be updated based on amendments to the K-20 Education Strategic Plan or Board direction. This timeline allows the Board to review the plans and ask questions in April, and then have them brought back to the regular June Board meeting, with changes if needed, for final approval while still meeting the state requirement that all required plans be submitted to the Division of Financial Management (DFM) by July 1 of each year. Once approved by the Board; the Office of the State Board of Education submits all of the plans to DFM.

Board policy I.M. sets out the minimum components that must be included in the strategic plans and defines each of those components. The Board's requirements are in alignment with DFM's guidelines and the requirements set out in Sections 67-1901 through 67-1903, Idaho Code. The Board policy includes two additional provisions. The plans must include a mission and vision statement, where the statutory requirements allow for a mission or vision statement and in the case of the institutions, the definition of mission statement includes the institutions core themes.

Pursuant to State Code and Board Policy, each strategic plan must include:

- 1. A comprehensive mission and vision statement covering the major programs, functions and activities of the institution or agency. Institution mission statements must articulate a purpose appropriate for a degree granting institution of higher education, with its primary purpose to serve the educations interest of its students and its principal programs leading to recognized degrees. In alignment with regional accreditation, the institution must articulate its purpose in a mission statement, and identify core themes that comprise essential elements of that mission.
- 2. General goals and objectives for the major programs, functions and activities of the organization, including a description of how they are to be achieved.
 - i. Institutions (including Career Technical Education) shall address, at a minimum, instructional issues (including accreditation and student issues), infrastructure issues (including personnel, finance, and facilities), advancement (including foundation activities), and the external environment served by the institution.

ATTACHMENT 2

- ii. Agencies shall address, at a minimum, constituent issues and service delivery, infrastructure issues (including personnel, finance, and facilities), and advancement (if applicable).
- iii. Each objective must include at a minimum one performance measure with a benchmark.
- 3. Performance measures must be quantifiable indicators of progress.
- 4. Benchmarks for each performance measure must be, at a minimum, for the next fiscal year, and include an explanation of how the benchmark level was established.
- 5. Identification of key factors external to the organization that could significantly affect the achievement of the general goals and objectives.
- 6. A brief description of the evaluations or processes to be used in establishing or revising general goals and objectives in the future.
- 7. Institutions and agencies may include strategies at their discretion.

In addition to the required compenents and the definition of each component, Board policy I.M. requires each plan to be submitted in a consistent format.

SUBJECT

2021 Legislative Update

REFERENCE

June 2020 The Board approved legislative ideas for the 2020

legislative session.

August 2020 The Board approved three pieces of legislation for the

2020 legislative session.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-107(5)(b), Idaho Code

BACKGROUND/DISCUSSION

This item will provide the Board with an update on education-related legislation that has been introduced during the 2021 Legislative Session. This will be the Board's first opportunity to consider education-related legislation for the current session.

Board Submitted Legislation:

Of the three pieces of legislation approved by the Board at the August 2020 Regular Board meeting, one, the community college tuition cap, was requested to be held by the community college presidents. The remaining two were introduced and printed by the Senate Education Committee. Both pieces of legislation passed the Senate and are pending consideration by the Housed Education Committee.

SB1006 - Idaho literacy achievement and accountability act: amends, repeals, and adds to existing law to enact the Idaho Literacy Achievement and Accountability Act.

SB1007 - salary schedules, professional endorsements: amends existing law to provide that local salary schedules for public school staff salaries shall include certain minimum amounts and to clarify eligibility requirements for professional endorsements and advanced professional endorsements.

Administrative Rules Update:

Five rule dockets were approved by the Board for the legislature to consider during the 2021 Legislative Session. All pending rule dockets have been accepted in whole or in part by the House and Senate Education Committees.

"Normal" Pending Dockets

Docket 08-0202-2001 – Career Technical Certification. Accepted in whole.

Docket 08-0201-2002 – ADA Reporting and FTE Enrollment. Accepted in part. The methodology establishing how school districts and charter schools reported FTE student enrollment for reporting purposes

only was accepted. Additional language removing a statutory conflict regarding counting only in-person students was rejected.

Docket 08-0501-2001 – Seed Certification Chapter Repeal. Accepted in whole.

Docket 47-0101-2001 – IDVR Vocation Rehabilitation Programs. Accepted in whole.

Omnibus Docket

08-0000-1900F (Fee Rule) - Administrative Code Fees in IDAPA 08 Codified as of June 30, 2019. Accepted in whole.

Board staff will be prepared to walk the Board through any of the listed legislation to answer questions regarding the impact that a given piece of legislation may have on the state educational system or explain specific details of the legislation. The Board may choose to support, oppose, or remain neutral/silent on any of the legislation discussed.

IMPACT

This update provides the Board with the status of education-related legislation that has been introduced or the Board has been requested to weigh in on. Any items the Board chooses to support or oppose will provide Board staff with the authorization to share the Board's position with legislators, including to testify for or against bills based on the Board's action(s).

ATTACHMENTS

Attachment 1 – Introduced Education Related Legislation

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The attached summary provides a list of education-related legislation and legislation impacting state agencies and institutions, including those under the Board's governance. The status of each bill, at the time the agenda material was prepared is provided. Staff will provide updates to the Board at the meeting regarding any intervening changes that have occurred. Additional education related legislation that has been introduced prior to the Board meeting, but not included in Attachment 1, may also be discussed.

Board staff will be prepared to provide the Board with an update at the Board meeting on any pieces of legislation that the Board wishes to have additional information on as well as those pieces of legislation opposed by the various education stakeholder organizations.

BOARD ACTION

I move to	(oppose/endorse) (house bill #/Se	enate bill #)		
Moved by	Seconded by	Carried Yes	No	

ATTACHMENT 1

Bill No.	Description	Last Action
		01/15/2021 House - Reported Printed and Referred to State Affairs
	Bond, levy, ballot disclosures: Requires any ballot question to authorize a bond after July 1, 2021, to the information and language required by Section 33-439 and 33-439A, Idaho Code, in order to be binding and prohibits the ballot question from including other information or language regarding any other bond, levy, or matter, whether previous, current, or proposed. Allows a registered elector and resident to challenge the taxing districts failure to comply. Upon a determination by the court that the taxing district failed to comply with the provisions of this section, the court must declare the out21 come of the ballot question nullified and, in addition, must order the taxing district to reimburse the court clerk for the election costs associated with the ballot question and award court costs and fees to the complainant. School districts are taxing districts.	
	Public charter schools, funding: Section 33-5208, Idaho Code, caps the number of support units a charter school can grow in a single year to 30. The bill will remove the support unit cap, starting with FY21. Support units are used for calculating the	01/29/2021 Senate - Introduced, read first time; referred to: Education
	Endowment land exchange, repeal: This bill seeks to eliminate inactive provisions of law. In 2001, the Idaho Legislature authorized a land exchange between the Land Board, Idaho State University, the University of Idaho and the State Board of Education with the goal of transferring title of certain endowment Lands that comprised the Center for Higher Education in Idaho Falls to the universities. Since this land exchange authorized by Idaho Code 58-156 was completed in 2002.	02/05/2021 Senate - Introduced, read first time; referred to: Resources & Environment
	school districts the option to publish public notices or publications electronically using the government entity's official website.	02/10/2021 House - Failed: Ayes 32 Nays 38 Abs/Excd 0, Filed in Office of Chief Clerk
	1	02/01/2021 House - Reported Printed and Referred to Ways & Means

ATTACHMENT 1

		ATTACHWENT
	an education savings account and 50% of that amount is	
	deposited into the students education savings account. Creates	
	a per pupil levy rate reporting requirement.	
<u>H0065</u>	Monuments, memorials, protection: adds a new section to Chapter 1, Title 73, Idaho Code, and provides for the protection of certain historic monuments and memorials. No monument or memorial erected on State property may be relocated, removed, disturbed,	02/01/2021 House - Reported
		Printed and Referred to State
<u>H0066</u>	indebtedness where section 34-913, Idaho Code, applies, must include in the ballot question, or in a brief official statement on the ballot but separate from the ballot question, a disclosure setting forth in simple, understandable language. prohibits the ballot question from including other information or language regarding any other bond, levy, or matter, whether previous, current, or proposed.	02/04/2021 Senate - Introduced, read first time; referred to: State Affairs
<u>H0067</u>	closed on order of the State Board of Health and Welfare or local	02/12/2021 Senate - Introduced, read first time; referred to: Education
<u>H0068</u>	institutions to the State Board of Education for the institutions under the Boards direct governance to the community college board of trustees for the community colleges. Includes emergency clause.	02/12/2021 Senate - Introduced, read first time; referred to: Education
<u>H0069</u>	Ed, continuous improvement council: Amends existing law to provide for an advisory council on continuous improvement plans and student. achievement measures and to revise provisions regarding staff evaluations, removes the requirement for school district and charter school college and career advising plans, and literacy intervention plans to be submitted to the State Board of Education.	02/01/2021 House - Reported Printed and Referred to Education

ATTACHMENT 1

<u>H0073</u>	existing law to provide for a uniform system of accounting and financial transparency from local governmental entities and education providers.	02/12/2021 House - U.C. to hold place on third reading calendar until Monday, February 15, 2021
<u>H0089</u>	, , ,	02/05/2021 House - Reported Printed and Referred to State Affairs
<u>H0090</u>	Monuments, memorials, leg approval: provides for the protection of certain historic monuments and memorials. No monument or memorial erected on State property may be relocated, removed, disturbed, or altered without approval of the Idaho Legislature by way of a Concurrent Resolution. The legislation also preserves the names of historic figures and historic events memorialized in or dedicated to public schools, streets, bridges, structures, parks, preserves, or other public areas of the State or any of its political subdivisions that were in place prior to July 1, 2021.	02/10/2021 Senate - Introduced, read first time; referred to: State Affairs
<u>H0094</u>	authorize a designee from the State Board of Education to serve on the Data Oversight Council and to provide for a	02/12/2021 House - Reported out of Committee with Do Pass Recommendation, Filed for Second Reading
<u>H0106</u>		02/12/2021 House - U.C. to hold place on third reading calendar until Monday, February 15, 2021
<u>H0111</u>		02/10/2021 House - Reported Printed and Referred to Education
<u>H0116</u>		02/11/2021 House - Reported Printed and Referred to Education
H0121	use of college credit to affect a student's vote	02/12/2021 House - Reported Printed and Referred to State Affairs
H0122	that certain persons shall not be prohibited from possessing weapons on school property.	02/12/2021 House - Reported Printed and Referred to State Affairs
H0136	body of any political subdivision that contains no more than 140 registered voters at the last general election.	02/12/2021 House - Introduced, read first time, referred to JRA for Printing
<u>H0141</u>	noncompetitive contract with a state institution of higher	02/12/2021 House - Introduced, read first time, referred to JRA for Printing
H0153	provide that separate appropriation bills shall be prepared	02/12/2021 House - Introduced, read first time, referred to JRA for Printing

ΑT	TACHMENT 1
021	Senate Passed 3
021	House - Read Fir

		7111719111111111
<u>S1006</u>	repeals, and adds to existing law to enact the Idaho Literacy	01/26/2021 Senate Passed 35-0-0 01/27/2021 House - Read First
	Achievement and Accountability Act.	Time, Referred to Education
<u>S1007</u>	school staff salaries shall include certain minimum amounts and	01/26/2021 Senate Passed 35-0-0 01/27/2021 House - Read First Time, Referred to Education
<u>S1008</u>	Approp, edu bd, office, add'l: \$166,500 FY21 Supplemental budget for IT and Data Management	01/26/2021 Senate Passed 35-0-0 01/29/2021 House Passed 64-3-3 02/09/2021 Senate - Signed by Governor on 02/09/21
<u>S1039</u>	Workforce readiness diploma: Adds to existing law to provide for a workforce readiness diploma. Requires students to pass a technical skills assessment, the workplace readiness assessment, and demonstrate competency of career technical education program standards to be issued a workforce readiness diploma by a school district or charter school.	02/09/2021 House - Read First Time, Referred to Education
<u>S1043</u>	School board hearings, exec session: Amends Idaho Code 33-205	02/12/2021 Senate - Referred to 14th Order for amendment
<u>S1045</u>	,	02/11/2021 Senate - Read second time; filed for Third Reading
<u>S1046</u>	requested by a group representing 24 or more students	02/11/2021 Senate - Reported out of committee; to 14th Order for amendment
<u>S1052</u>	INFOVING FOR HAVINIA SCHOOL SCHAULIAS FOR ACADAMICALIV	02/04/2021 Senate - Reported Printed; referred to Education
<u>S1067</u>	discontinuance election is held, the cost of conducting the election would be borne by the county, rather than the school district.	02/12/2021 Senate - Reported out of Committee with Do Pass Recommendation; Filed for second reading
<u>S1075</u>		02/10/2021 Senate - Reported Printed; referred to Education
<u>S1091</u>	appropriation of \$50,000 in onetime trustee and benefit payments from the Miscellaneous Revenue Fund to the Office of the State Board	02/12/2021 Senate - Reported out of Committee with Do Pass Recommendation; Filed for second reading
<u>S1105</u>	revise hand and levy expiration date information	02/12/2021 Senate - Introduced; read first time; referred to JR for Printing

ATTACHMENT 1

	Idaho promise mentor program: Adds to existing law to	02/12/2021 Senate - Introduced;
<u>S1109</u>	establish a volunteer college and career mentoring program	read first time; referred to JR for
	in the Office of the State Board of Education.	Printing
	Rule rejection, board of ed: States findings of the Legislature	02/11/2021 Senate - Reported
SCR105	and rejects certain subsections of a rule of the State Board	Printed; referred to 10th order;
	of Education relating to Rules Governing Administration.	held one legislative day

TAB	DESCRIPTION	ACTION
1	LCSC FOUNDATION OPERATING AGREEMENT	Motion to approve

LEWIS-CLARK STATE COLLEGE

SUBJECT

Operating agreement between Lewis-Clark State College and the Lewis-Clark State College Foundation

REFERENCE

October 2009 Board approved operating agreement between Lewis-

Clark State College and the Lewis-Clark State College

Foundation.

December 2017 Board again approved operating agreement between

Lewis-Clark State College and the Lewis-Clark State

College Foundation.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.E.

ALIGNMENT WITH STRATEGIC PLAN

Goal 2: Educational Attainment, Objective C: Access

BACKGROUND/DISCUSSION

Board policy requires a foundation of an institution to be formally recognized by the Board as a nonprofit corporation or affiliated foundation to benefit a public college or university in Idaho. The operating agreement between an institution and an affiliated foundation must be approved by the Board prior to execution and must be re-submitted to the Board every three (3) years, or as otherwise requested by the Board, for review and re-approval. The operating agreement must address the topics outlined in Policy V.E.

Since the Board last approved the operating agreement between Lewis-Clark State College and the Lewis-Clark State College Foundation, the Board indicated that when the agreement was brought back to the Board next it should more closely conform with the policy and the operating agreement template provided by the Board. Accordingly, Lewis-Clark State College and the Lewis-Clark State College Foundation have updated their Operating Agreement.

The format has been substantially updated to meet the Board recommended format. However, substantively the agreement remains the same with the addition of Exhibit L – "Endowment Fund Fee Policy" of which is a new policy, a corresponding reference to the new fee policy in Exhibit B – "Service Agreement", and the addition of a not to exceed supplemental compensation amount in section V.7.

IMPACT

The Operating Agreement now aligns with Board Policy and renews the positive working relationship between Lewis-Clark State College and the Lewis-Clark State College Foundation.

ATTACHMENTS

- Attachment 1 Proposed Operating Agreement Between Lewis-Clark State College and Lewis-Clark State College Foundation
- Attachment 2 Redline comparing the Proposed Operating Agreement to the Board Template
- Attachment 3 Redline comparing the Proposed Operating Agreement to the 2017 Operating Agreement

STAFF COMMENTS AND RECOMMENDATIONS

At its March 2020 meeting, the Audit Committee (Committee) discussed the institutions' use of the template operating agreement required by Board Policy V.E.2.b. Use of the template is required in order to ensure that institutions meet the requirements of Board Policy V.E. when they negotiate and execute operating agreements with their affiliated foundations. The Committee decided that when an institution does not use the template as the basis for its agreement with its foundation, that the institution provide the Board with a detailed annotation of Board Policy V.E.2.b. which cross references the paragraph in the proposed operating agreement which fulfills each policy requirement and a certification from the institution that the agreement meets all requirements of Board Policy V.E.

Lewis-Clark State College has provided a redline of the proposed agreement to the foundation operating agreement template. There are several deviations from the Board's template, but these deviations are not inconsistent with Board Policy V.E.

- The operating agreement between Lewis-Clark State College and the Foundation addresses loaned employee matters in its services agreement instead of having a separate loaned employee agreement. A separate loaned employee agreement is not required by Board policy V.E. but is presumed to be used in the template.
- 2. Board Policy V.E. does not require that a foundation reimburse the institution for salary and administrative costs, although the template presumes that this will be the case. LCSC's operating agreement with its foundation does not have a contractual obligation for the foundation to reimburse it for such costs.
- 3. Board Policy V.E. requires Board approval of compensation to institution employees. The proposed foundation agreement allows for the foundation to annually provide funds in an amount not to exceed \$25,000 to the College for employee achievement awards. "Such awards will be made primarily with funds donated to the Foundation for that purpose and any additional

Foundation funds used will be approved by the Board of Directors in the Foundation's annual budget. The College identifies the faculty and staff who will be recipients of these awards and disburses the funds to the recipients."

Staff recommends approval.

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I move to approve the Operating Agreement I	between Lewis-Clark State College
and Lewis-Clark State College Foundation as	presented in Attachment 1.

Moved by Seconded by	Carried Yes	No
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OPERATING AGREEMENT

BETWEEN

LEWIS-CLARK STATE COLLEGE FOUNDATION, INC.

AND

LEWIS-CLARK STATE COLLEGE

This	Operating	Agreement ("Operating	Agreemen	t") betweer	n Lewis-Cla	ark State	College
Foundation,	Inc. ("Four	ndation") and	l Lewis-Cla	rk State Co	ollege ("Co	ollege") is o	entered in	to as of
this d	lay of		_, 20					

WHEREAS, the Foundation was organized and incorporated April 4, 1984 for the purpose of generating voluntary private support from alumni, employees, friends, corporations, foundations, and others for the benefit of the College.

WHEREAS, the Foundation exists to receive contributions, raise, and manage private resources supporting the mission and priorities of the College, and provide opportunities for students and employees and a degree of institutional excellence unavailable with state funding levels.

WHEREAS, the Foundation promotes access, excellence and relevance in higher education through financial support of the College. The Foundation is dedicated to assisting the College in the building of the endowment to address, through financial support, the long-term academic and other priorities of the College.

WHEREAS, as stated in its articles of incorporation, the Foundation is a separately incorporated 501(c)(3) organization and is responsible for identifying and nurturing relationships with potential donors and other friends of the College, soliciting cash, securities, real and intellectual property, and other private resources for the support of the College, and acknowledging and stewarding such gifts in accordance with donor intent and its fiduciary responsibilities.

WHEREAS, in connection with its fund-raising and asset-management activities, the Foundation utilizes, in accordance with this Operating Agreement, personnel experienced in planning for and managing private support.

WHEREAS, the mission of the Foundation is to secure, manage and distribute private contributions and support the growth and development of the College.

WHEREAS, the College and Foundation desire to set forth in writing various aspects of their relationship with respect to matters such as the solicitation, receipt, management, transfer and expenditure of funds.

WHEREAS, the Parties hereby acknowledge that they will at all times conform to and abide by the Idaho State Board of Education's Governing Policies and Procedures, Gifts and Affiliated Foundations Policy V.E., and that they will submit this Operating Agreement for initial State Board of Education ("State Board") approval, and thereafter every three (3) years, or as otherwise requested by the State Board, for review and re-approval.

WHEREAS, the Foundation and the College intend for this Operating Agreement to be the written operating agreement required by State Board Policy V.E.2.b.

NOW THEREFORE, in consideration of the mutual commitments herein contained, and other good and valuable consideration, receipt of which is hereby acknowledged, the Parties agree as follows:

ARTICLE I Foundation's Purposes

The Foundation is the primary affiliated foundation responsible for securing, managing and distributing private support for the College. Accordingly, to the extent consistent with the Foundation's Articles of Incorporation and Bylaws, and the State Board's Policies and Procedures, the Foundation shall: (1) solicit, receive and accept gifts, devises, bequests and other direct or indirect contributions of money and other property made for the benefit of the College from the general public (including individuals, corporations, other entities and other sources); (2) manage and invest the money and property it receives for the benefit of the College; and (3) support and assist the College in fundraising and donor relations.

In carrying out its purposes, the Foundation shall not engage in activities that: (1) conflict with federal or state laws, rules and regulations (including all applicable provisions of the Internal Revenue Code and corresponding Federal Treasury Regulations); (2) cause the College to be in violation of applicable polices of the State Board; or (3) conflict with the role and mission of the College.

ARTICLE II Foundation's Organizational Documents

The Foundation shall provide copies of its current Articles of Incorporation and Bylaws to the College. The Foundation, to the extent practicable, also shall provide the College with an advance copy of any proposed amendments to the Foundation's Articles of Incorporation and Bylaws. The College shall provide all such documents to the State Board.

ARTICLE III College Resources and Services

1. College Employees.

- a. *College/Foundation Liaison*: The College's Director of College Advancement shall serve as the College's Liaison to the Foundation and as the Foundation Executive Director.
 - i. The College's Director of College Advancement shall be responsible for coordinating the College's and the Foundation's fundraising efforts and for supervising and coordinating the administrative support provided by the College to the Foundation.
 - ii. The College's Director of College Advancement or designee shall attend each meeting of the Foundation's Board of Directors and shall report on behalf of the College to the Foundation's Board of Directors regarding the College's coordination with the Foundation's fundraising efforts.
 - iii. The College's Director of College Advancement shall be responsible for the supervision and control of the day-to-day operations of the Foundation. More specific duties of the Director of College Advancement is set forth in the Service Agreement attached hereto as Exhibit "B" ("Service Agreement").
- d. Other College Employees Holding Key Foundation or Administrative or Policy Positions: In the event the College and the Foundation determine it is appropriate for one or more additional College employees who function in a key administrative or policy making capacity for the College (including, but not limited to, any College Vice-President or equivalent position) to serve both the College and the Foundation, then, pursuant to State Board Policy V.E., this Operating Agreement shall be amended to clearly set forth the authority and responsibilities of the position of any such College employee.
- e. *Limited Authority of College Employees*. Notwithstanding the foregoing provisions, no College employee who functions in a key administrative or policy making capacity for the College (including, but not limited to, any College Vice-President or equivalent position) shall be permitted to have responsibility or authority for Foundation policy making, financial oversight, spending authority, and investment decisions.
- 2. <u>Support Services</u>. The College shall provide administrative, financial, accounting, investment, and development services to the Foundation, as set forth in the Service Agreement attached hereto as Exhibit "B" ("Service Agreement"). All College employees who provide support services to the Foundation shall remain College employees under the direction and control of the College, unless agreed that the direction and control of any such employee will be vested with the Foundation in a written Loaned Employee Agreement. The Foundation will pay directly to the College the portion of the overhead costs associated with the services provided to the

Foundation pursuant to the Service Agreement. The portion of such costs shall be determined by the agreement of the Parties.

- 3. <u>College Facilities and Equipment</u>. The College shall provide the use of the College's office space and equipment to the Foundation upon the terms agreed to by the College and the Foundation. The terms of use (including amount of rent) of the College's office space and equipment shall be as set forth in the Service Agreement.
- 4. <u>No Foundation Payments to College Employees</u>. Notwithstanding any provision of this Operating Agreement to the contrary, the Foundation shall not make any payments directly to an College employee in connection with any resources or services provided to the Foundation pursuant to this Operating Agreement.

ARTICLE IV Management and Operation of Foundation

The management and control of the Foundation shall rest with its Board of Directors.

1. Gift Solicitation.

Authority of College's Director of College Advancement. All Foundation gift solicitations shall be subject to the direction and control of the Director for College Advancement.

- a. Form of Solicitation. Any and all Foundation gift solicitations shall make clear to prospective donors that (1) the Foundation is a separate legal and tax entity organized for the purpose of encouraging voluntary, private gifts, trusts, and bequests for the benefit of the College; and (2) responsibility for the governance of the Foundation, including the investment of gifts and endowments, resides in the Foundation's Board of Directors.
- b. *Foundation is Primary Donee*. Absent unique circumstances, prospective donors shall be requested to make gifts directly to the Foundation rather than to the College.

2. Acceptance of Gifts.

- a. Approval Required Before Acceptance of Certain Gifts. Before accepting contributions or grants for restricted or designated purposes that may require administration or direct expenditure by the College, the Foundation shall obtain the prior written approval of the College. Similarly, the Foundation shall also obtain the prior written approval of the College of the acceptance of any gift or grant that would impose a binding financial or contractual obligation on the College.
- b. Acceptance of Gifts of Real Property. The Foundation shall conduct adequate due diligence on all gifts of real property that it receives. All gifts of real property intended to be held and used by the College shall be approved by the State Board before acceptance

by the College and the Foundation. In cases where the real property is intended to be used by the College in connection with carrying out its proper functions, the real property may be conveyed directly to the College, in which case the College and not the Foundation shall be responsible for the due diligence obligations for such property.

- c. *Processing of Accepted Gifts*. All gifts received by the College or the Foundation shall be delivered (if cash) or reported (if any other type of property) to the Foundation's designated gift administration office (a unit of the Foundation) in accordance with the Service Agreement.
- 3. <u>Fund Transfers</u>. The Foundation agrees to transfer funds, both current gifts and income from endowments, to the College on a regular basis as agreed to by the Parties. The Foundation's Treasurer or other individual to whom such authority has been delegated by the Foundation's Board of Directors shall be responsible for transferring funds as authorized by the Foundation's Board of Directors.
- a. Restricted Gift Transfers. The Foundation shall inform the College officials into whose program or department funds are transferred of any restrictions on the use of such funds and provide such officials with access to any relevant documentation concerning such restrictions. Such College officials shall account for such restricted funds separate from other program and department funds in accordance with applicable College policies and shall notify the Foundation on a timely basis regarding the expenditure of such restricted funds.
- b. Unrestricted Gift Transfers. The Foundation may utilize any unrestricted gifts it receives for any use consistent with the Foundation's purposes as generally summarized in Article I of this Operating Agreement. If the Foundation elects to use unrestricted gifts to make grants to the College, such grants shall be made at such times and in such amounts as the Foundation's Board of Directors may determine in the Board's sole discretion.

4. Foundation Expenditures and Financial Transactions.

- a. *Signature Authority*. The Foundation designates the Foundation Board President and Vice President as the individual(s) with signature authority for the Foundation in all financial transactions. The Foundation may supplement or change this designation with written notice to the College; provided, however, in no event may the person(s) with Foundation signature authority for financial transactions be an College employee.
- b. *Expenditures*. All expenditures of the Foundation shall be (1) consistent with the charitable purposes of the Foundation, and (2) not violate restrictions imposed by the donor or the Foundation as to the use or purpose of the specific funds.
- 5. <u>College Report on Distributed Funds</u>. On a regular basis, which shall not be less than annually, the College shall report to the Foundation on the use of restricted and unrestricted funds transferred to the College. This report shall specify the restrictions on any restricted funds. The

Foundation shall approve expenditures prior to fund transfers to the College and the Foundation will retain details of the uses of such funds.

- 6. <u>Transfer of College Assets to the Foundation</u>. No College funds, assets, or liabilities may be transferred directly or indirectly to the Foundation without the prior approval of the State Board except when:
 - a. A donor inadvertently directs a contribution to the College that is intended for the Foundation in which case such funds may be transferred to the Foundation so long as the documents associated with the gift indicate the Foundation was the intended recipient of the gift. In the absence of any such indication of donor intent, such funds shall be deposited in an institutional account, and State Board approval will be required prior to the College's transfer of such funds to the Foundation.
 - b. The College has gift funds that were originally transferred to the College from the Foundation and the College wishes to return a portion of those funds to the Foundation for reinvestment consistent with the original intent of the gift.
 - c. Transfers of a *de minimis* amount not to exceed \$10,000 from the College to the Foundation provided such funds are for investment by the Foundation for scholarship or other general College support purposes. This exception shall not apply to payments by the College to the Foundation for obligations of the College to the Foundation, operating expenses of the Foundation or other costs of the Foundation.
 - d. The transfer is of funds raised by the College for scholarship or program support and the funds are deposited with the affiliated foundation for investment and distribution in accordance with the purpose for which the funds were raised.
- 7. <u>Separation of Funds</u>. All Foundation assets (including bank and investment accounts) shall be held in separate accounts in the name of the Foundation using Foundation's Federal Employer Identification Number. The financial records of the Foundation shall be kept using a separate chart of accounts. For convenience purposes, some Foundation expenses may be paid through the College such as payroll and campus charges. These expenses will be paid through accounts clearly titled as belonging to the Foundation and shall be reimbursed by the Foundation on a regular basis.
- 8. <u>Insurance</u>. The Foundation shall maintain insurance to cover the operations and activities of its directors, officers and employees. The Foundation shall also maintain general liability coverage.
- 9. <u>Investment Policies</u>. All funds held by the Foundation, except those intended for short term expenditures, shall be invested in accordance with the Uniform Prudent Management of Institutional Funds Act, Idaho Code Sections 33-5001 to 33-5010, and the Foundation's

investment policy which is attached hereto as Exhibit "C"; provided, however, the Foundation shall not invest any funds in a manner that would violate the applicable terms of any restricted gifts. The Foundation shall provide to the College any updates to such investment policy which updates shall also be attached hereto as Exhibit "C".

10. <u>Organization Structure of the Foundation</u>. The organizational structure of the Foundation is set forth in the Foundation's Articles of Incorporation and the Bylaws. The Foundation agrees to provide copies of such Articles and Bylaws as well as any subsequent amendments to such documents to both the College and the State Board. Any such amendments to the Articles and Bylaws shall be attached hereto as additions to Exhibit "D" and "E", respectively.

ARTICLE V Foundation Relationships with the College

At all times and for all purposes of this Operating Agreement, the College and the Foundation shall act in an independent capacity and not as an agent or representative of the other Party, provided, however, the College and the Foundation acknowledge that the Foundation carries out functions for the benefit of the College. As such, the Parties shall share certain information as provided below.

1. <u>Access to Records</u>. Subject to recognized legal privileges and any third-party obligations of confidentiality and protection of proprietary information, each Party shall have the right to access the other Party's financial, audit, donor and related books and records as needed to properly conduct its operations.

2. Record Management.

- a. The Parties recognize that the records of the Foundation relating to actual or potential donors contain confidential information. Such records shall be kept by the Foundation in such a manner as to protect donor confidentiality to the fullest extent allowed by law. Notwithstanding the access to records permitted above, access to such confidential information by the College shall be limited to the College's President and any designee of the College's President.
- b. The Foundation shall be responsible for maintaining all permanent records of the Foundation including but not limited to the Foundation's Articles, Bylaws and other governing documents, all necessary documents for compliance with IRS regulations, all gift instruments, and all other Foundation records as required by applicable laws.
- c. Although the Foundation is a private entity and is not subject to the Idaho Public Records Law, the Foundation, while protecting personal and private information related to private individuals, is encouraged, to the extent reasonable, to be open to public inquiries related to revenue, expenditure policies, investment performance and/or similar non-personal and non-confidential financial or policy information.

- 3. <u>Name and Marks</u>. Consistent with its mission to help to advance the plans and objectives of the College, the College grants the Foundation the limited, non-exclusive right to use the name of the College, for use in its support of the College. The Foundation shall operate under the College's logotype in support of its organizational business and activities. Any use by the Foundation of the College's logotypes or other trademarks must be with prior approval of the College through the Communications and Marketing Department.
- 4. <u>Identification of Source</u>. The Foundation shall be clearly identified as the source of any correspondence, activities and advertisements emanating from the Foundation.
- 5. <u>Establishing the Foundation's Annual Budget</u>. The Foundation shall provide the College with the Foundation's proposed annual operating budget and capital expenditure plan (if any) prior to the date the Foundation's Board of Directors meeting at which the Foundation's Board will vote to accept such operating budget. Any of the College's funding requests to the Foundation shall be communicated in writing to the Foundation's President and Executive Director by March 1 of each year.
- 6. <u>Attendance of College's President at Foundation's Board of Director Meetings</u>. The College's President shall be invited to attend all meetings of the Foundation's Board of Directors and may act in an advisory capacity in such meetings.
- 7. <u>Supplemental Compensation of College Employees</u>. Any supplemental compensation of College employees by the Foundation must be preapproved by the State Board. Any such supplemental payment or benefits must be paid by the Foundation to the College, and the College shall then pay compensation to the employee in accordance with the College's normal practice. No College employee shall receive any payments or other benefits directly from the Foundation. The Foundation Board of Directors may provide funds to the College annually for Faculty and Staff Achievement Awards, in an amount not to exceed \$25,000. Such awards will be made primarily with funds donated to the Foundation for that purpose and any additional Foundation funds used will be approved by the Board of Directors in the Foundation's annual budget. The College identifies the faculty and staff who will be recipients of these awards and disburses the funds to the recipients.

ARTICLE VI Audits and Reporting Requirements

- 1. <u>Fiscal Year</u>. The Foundation and the College shall have the same fiscal year.
- 2. <u>Annual Audit</u>. On an annual basis, the Foundation shall have an audit conducted by a qualified, independent certified public accountant who is not a director or officer of the Foundation. The annual audit will be provided on a timely basis to the College's President and the State Board, in accordance with the State Board's schedule for receipt of said annual audit. The Foundation's annual statements will be presented in accordance with standards promulgated by the

Financial Accounting Standards Board (FASB). The Foundation is a component unit of the College as defined by the Government Accounting Standards Board (GASB). Accordingly, the College is required to include the Foundation in its financial statements which follow a GASB format. Therefore, the Foundation will include in its audited financial statement, schedules reconciling the FASB Statements to GASB standards in the detail required by GASB Standards. The annual audited financial statements, including the auditor's independent opinion regarding such financial statements, and schedules shall be submitted to the College Controller's Office in sufficient time to incorporate the same into the College's statements. All such reports and any accompanying documentation shall protect donor privacy to the extent allowable by law.

- 3. <u>Separate Audit Rights</u>. The College agrees that the Foundation, at its own expense, may at any time during normal business hours conduct or request additional audits or reviews of the College's books and records pertinent to the expenditure of donated funds. The Foundation agrees that the College and the State Board, at its own expense, may, at reasonable times, inspect and audit the Foundation's books and accounting records.
- 4. <u>Annual Reports to College President</u>. On a regular basis, which shall not be less than annually, the Foundation shall provide a written report to the College President setting forth the following items:
 - a. the annual financial audit report;
 - b. an annual report of Foundation transfers made to the College, summarized by College department;
 - c. an annual report of unrestricted funds received by the Foundation;
 - d. an annual report of unrestricted funds available for use during the current fiscal year;
 - e. a list of all of the Foundation's officers, directors, and employees;
 - f. a list of College employees for whom the Foundation made payments to the College for supplemental compensation or any other approved purpose during the fiscal year, and the amount and nature of that payment;
 - g. a list of all state and federal contracts and grants managed by the Foundation;
 - h. an annual report of the Foundation's major activities;
 - an annual report of each real estate purchase or material capital lease, investment, or financing arrangement entered into during the preceding Foundation fiscal year for the benefit of the College; and

j. an annual report of (1) any actual litigation involving the Foundation during its fiscal year; (2) identification of legal counsel used by the Foundation for any purpose during such year; and (3) identification of any potential or threatened litigation involving the Foundation.

ARTICLE VII Conflict of Interest and Code of Ethics and Conduct

- 1. <u>Conflicts of Interest Policy and Code of Ethics and Conduct</u>. The Foundation's Conflict of Interest Policy is attached as Exhibit "F", and its Code of Ethical Conduct is set forth as Exhibit "G".
- 2. <u>Dual Representation</u>. Under no circumstances may an College employee represent both the College and the Foundation in any negotiation, sign for both entities in transactions, or direct any other College employee under their immediate supervision to sign for the related Party in a transaction between the College and the Foundation. This shall not prohibit College employees from drafting transactional documents that are subsequently provided to the Foundation for its independent review, approval and use.
- 3. <u>Contractual Obligation of College</u>. The Foundation shall not enter into any contract that would impose a financial or contractual obligation on the College without first obtaining the prior written approval of the College. College approval of any such contract shall comply with policies of the State Board with respect to State Board approval of College contracts.
- 4. <u>Acquisition or Development or Real Estate</u>. The Foundation shall not acquire or develop real estate or otherwise build facilities for the College's use without first obtaining approval of the State Board. In the event of a proposed purchase of real estate by the Foundation for the College, the College shall notify the State Board at the earliest possible date. Any such proposed purchase for the College's use shall be a coordinated effort of the College and the Foundation. Any notification to the State Board required pursuant to this paragraph may be made through the State Board's chief executive officer in executive session pursuant to the open meeting law, set forth in Idaho Code, Title 74, Chapter 2.

ARTICLE VIII General Terms

- 1. <u>Effective Date</u>. This Operating Agreement shall be effective on the date set forth above.
- 2. <u>Right to Terminate</u>. This Operating Agreement shall terminate upon the mutual written agreement of both Parties. In addition, either Party may, upon 90 days prior written notice to the other, terminate this Operating Agreement, and either Party may terminate this Operating Agreement in the event the other Party defaults in the performance of its obligations and fails to cure the default within 30 days after receiving written notice from the non-defaulting Party

specifying the nature of the default. Should the College choose to terminate this Operating Agreement by providing 90 days written notice or in the event of a default by the Foundation that is not cured within the time frame set forth above, the Foundation may require the College to pay, within 180 days of written notice, all debt incurred by the Foundation on the College's behalf including, but not limited to, lease payments, advanced funds, and funds borrowed for specific initiatives. Should the Foundation choose to terminate this Operating Agreement by providing 90 days written notice or in the event of a default by the College that is not cured within the time frame set forth above, the College may require the Foundation to pay any debt it holds on behalf of the Foundation in like manner. The Parties agree that in the event this Operating Agreement shall terminate, they shall cooperate with one another in good faith to negotiate a new agreement within six (6) months. In the event negotiations fail, the Parties will initiate the dispute resolution mechanism described below (through reference to the Foundation President and the State Board) to further attempt to negotiate a new agreement within the time period specified herein, they will refer the matter to the State Board for resolution. Termination of this Operating Agreement shall not constitute or cause dissolution of the Foundation.

- 3. <u>Dispute Resolution</u>. The Parties agree that in the event of any dispute arising from this Operating Agreement, they shall first attempt to resolve the dispute by working together with the appropriate staff members of each of the Parties. If the staff cannot resolve the dispute, then the dispute will be referred to the President of the Board of the Foundation and the College President. If the Foundation Board President and College President cannot resolve the dispute, then the dispute will be referred to the Foundation President and the State Board for resolution. If they are unable to resolve the dispute, the Parties shall submit the dispute to mediation by an impartial third Party or professional mediator mutually acceptable to the Parties. If and only if all the above mandatory steps are followed in sequence and the dispute remains unresolved, then, in such case, either Party shall have the right to initiate litigation arising from this Operating Agreement. In the event of litigation, the prevailing Party shall be entitled, in addition to any other rights and remedies it may have, to reimbursement for its expenses, including court costs, attorney fees, and other professional expenses.
- 4. <u>Dissolution of Foundation</u>. Consistent with provisions appearing in the Foundation's Bylaws and Articles of Incorporation, should the Foundation cease to exist or cease to be an Internal Revenue Code §501(c)(3) organization, the Foundation shall transfer to the State Board (or College, as applicable) the balance of all property and assets of the Foundation from any source, after the payment of all debts and obligations of the Foundation, and such property shall be vested in the State Board in trust for the continued support and benefit of the College.
- 5. <u>Board Approval of Operating Agreement</u>. Prior to the Parties' execution of this Operating Agreement, an unexecuted copy of this Operating Agreement must be approved by the State Board. Furthermore, this Operating Agreement, including any subsequent modifications and restatements of this Operating Agreement, shall be submitted to the State Board for review and approval no less frequently than once every three (3) years or more frequently if otherwise requested by the State Board.

- 6. <u>Modification</u>. Any modification to the Operating Agreement or Exhibits hereto shall be in writing and signed by both Parties.
- 7. <u>Providing Document to and Obtaining Approval from the College</u>. Unless otherwise indicated herein, any time documents are to be provided to the College or any time the College's approval of any action is required, such documents shall be provided to, or such approval shall be obtained from, the College's President or an individual to whom such authority has been properly delegated by the College's President.
- 8. Providing Documents to and Obtaining Approval from the Foundation. Unless otherwise indicated herein, any time documents are to be provided to the Foundation or any time the Foundation's approval of any action is required, such document shall be provided to, or such approval shall be obtained from, the Foundation's Board of Directors or an individual to whom such authority has been properly delegated by the Foundation's Board of Directors.
- 9. <u>Notices</u>. Any notices required under this Operating Agreement may be mailed or delivered as follows:

To the College:

President Lewis-Clark State College 500 8th Avenue Lewiston, ID 83501

To the Foundation:

Executive Director Lewis-Clark State College Foundation, Inc. 500 8th Avenue Lewiston, ID 83501

- 10. <u>No Joint Venture</u>. At all times and for all purposes of this Memorandum of Understanding, the College and the Foundation shall act in an independent capacity and not as an agent or representative of the other Party.
- 11. <u>Liability</u>. The College and Foundation are independent entities and neither shall be liable for any of the other's contracts, torts, or other acts or omissions, or those of the other's trustees, directors, officers, members or employees.
- 12. <u>Indemnification</u>. To the extent allowed by law, the College and the Foundation each agree to indemnify, defend and hold the other Party, their officers, directors, agents and employees harmless from and against any and all losses, liabilities, and claims, including reasonable attorney's fees arising out of or resulting from the willful act, fault, omission, or

negligence of the Party, its employees, contractors, or agents in performing its obligations under this Operating Agreement. This indemnification shall include, but not be limited to, any and all claims arising from an employee of one Party who is working for the benefit of the other Party. Nothing in this Operating Agreement shall be construed to extend to the College's liability beyond the limits of the Idaho Tort Claims Act, Idaho Code §6-901 et seq.

- 13. <u>Assignment</u>. This Operating Agreement is not assignable by either Party, in whole or in part.
- 14. <u>Governing Law</u>. This Operating Agreement shall be governed by the laws of the State of Idaho.
- 15. <u>Severability</u>. If any provision of this Operating Agreement is held invalid or unenforceable to any extent, the remainder of this Operating Agreement is not affected thereby and that provision shall be enforced to the greatest extent permitted by law.
- 16. <u>Entire Agreement</u>. This Operating Agreement constitutes the entire agreement among the Parties pertaining to the subject matter hereof, and supersedes all prior agreements and understandings pertaining thereto.
 - 17. List of Attachments
 - a. Exhibit A Loaned Employee Agreement
 - b. Exhibit B Service Agreement
 - c. Exhibit C Investment Policy
 - d. Exhibit D Articles of Incorporation
 - e. Exhibit E Bylaws
 - f. Exhibit F Conflict of Interest Policy
 - g. Exhibit G Code of Ethical Conduct
 - h. Exhibit H Gift Acceptance Policy
 - i. Exhibit I Policy for Accounting for Gift Revenue
 - j. Exhibit J Foundation Insurance
 - k. Exhibit K Committee Descriptions
 - 1. Exhibit L Endowment Fund Fee Policy

IN WITNESS WHEREOF, the College and the Foundation have executed this Operating Agreement on the above specified date.

ъ	
By:	
,	
Its: President	

Lewis-Clark State College

Lewis-Clark State College Foundation, Inc.			
By:			
Its: President			

EXHIBIT "A"

Loaned Employee Agreement

Not applicable at this time

EXHIBIT "B"

Service Agreement

1. Staff

- a. The Director of College Advancement, an employee of the College, shall serve as Executive Director of the Foundation and shall supervise the College Advancement staff who are likewise employees of the College and who will provide administrative services to the Foundation. The College is responsible for the employment and compensation of College Advancement Staff providing services to the Foundation, including the Director of College Advancement in his or her capacity as Executive Director of the Foundation. Subject to approval by the President of the College, the Foundation may appoint an employee of the College to serve as Treasurer. The Treasurer shall provide and/or supervise the provision of financial and accounting services for the Foundation. While providing services to the Foundation, College employees are subject to the oversight and direction of the Board of Directors of the Foundation. Executive officers of the College (President and Vice Presidents) shall not serve as Foundation Board officers or staff members.
- 2. Additional services the College provides to the Foundation
 - a. Access to the College's financial system to receive, disburse and account for funds of the Foundation. Except for funds transferred into Foundation's brokerage accounts, all funds received by the Foundation shall be deposited with the College and credited to one or more agency accounts established in the name of the Foundation within the College's financial system. In using the College's financial services, the Foundation shall comply with the College's financial and administrative policies and procedures.
 - b. Accounting services, to include cash receipts and disbursements, accounts receivable and payable, bank reconciliation, reporting and analysis, and internal auditing.
 - c. Investment, insurance, and similar services.
 - d. Development services, including research, information systems, donor records, communications and special events.
- 3. Facilities, Furnishings and Office Equipment
 - a. The business office of the Foundation shall be located in the College Advancement Office at 500 8th Avenue, Lewiston, Idaho. The College will provide office space to the Foundation including providing all maintenance and utilities, and local and long-distance telephone service for use in the business of the Foundation. The furnishings, computers, copiers and other items of office equipment used in the Foundation's office are owned by the College but shall be made available for use in the business of the Foundation. The cost of repairing, maintaining and replacing such furnishings and equipment shall be paid by the College.

4. Reimbursement

a. Except as otherwise provided in the Agreement and Exhibit "L" ("Endowment Fund Fee Policy"), the Foundation shall have no obligation to reimburse the College for costs incurred by the College for personnel, use of facilities or equipment or for other services provided to the Foundation by the College. The Foundation established a fee as referenced in Exhibit L to assist with offsetting general operating costs such as accounting, fundraising, and other administration costs in support of the mission and vision of LC State. Neither the Foundation nor the College require the fee revenue to be transferred to the College though, as mutually agreed upon, all or part of the fee revenue may be transferred to offset the cost of services provided under this agreement. No payments shall be made directly from the Foundation to College employees in connection with resources or services provided to the Foundation under this Agreement.

EXHIBIT "C"

Investment Policy

PURPOSE

The purpose of this Investment Policy Statement (IPS) is to establish a clear understanding between the Lewis-Clark State College Foundation ("Foundation") and the Foundation's professional "Advisor" as to the investment objectives and policies applicable to the Foundation's investment portfolio. This Investment Policy Statement will:

- Establish reasonable expectations, objectives and guidelines in the investment of the portfolio's assets
- Set forth an investment structure detailing permitted asset classes and expected allocation among asset classes
- Encourage effective communication between the Advisor and the Foundation.
- Create the framework for a well-diversified asset mix that can be expected to generate acceptable long term returns at a level of risk suitable to the Foundation.

This IPS is not a contract. This IPS is intended to be a summary of an investment philosophy that provides guidance for the Advisor.

ADVISOR CONTRACT

The Advisor Contract will typically be awarded for an initial three (3) year period with an option for one additional two (2) year renewal. The decision to enter a new contract or engage in an RFP process or other process shall be at the sole discretion of the Foundation Board. The Board may, at its discretion, choose to forego an RFP process or other process in favor of entering into a new contract with the existing advisor. All fees shall be firm for the term of the contract and will be included in any contract agreement. A performance review will be conducted annually by the Foundation Finance & Investment Committee, or by any of its designated subcommittees.

If, for any reason, the Foundation should wish to discontinue the professional's services, the Foundation, with thirty (30) days' written notice, may terminate the contract.

INVESTMENT OBJECTIVES

The primary investment objective for the Foundation's assets is to seek long term growth. However, the Foundation does intend to withdraw 4% annually to provide for required distribution. The cash flow intentions of the Foundation are detailed in the Foundation's Spending Policy.

TIME HORIZON

For the purposes of planning, the time horizon for investments is perpetuity. The Foundation recognizes that capital values fluctuate over shorter periods and the possibility of capital loss does exist. However, historical asset class return data suggest that the risk of principal loss over a holding period of at least ten years can be minimized with the long-term investment mix employed under this IPS.

RISK TOLERANCE

The Foundation is a moderate risk taker with regard to these investment assets. The portfolio will be managed in a manner that seeks to minimize principal fluctuations over the established horizon and is consistent with the stated objectives. Financial research has demonstrated that risk is best minimized through diversification of assets.

ASSET ALLOCATION

Academic research suggests that the decision to allocate total assets among various asset classes will far outweigh security selection and other decisions that impact portfolio performance. After reviewing the long-term performance and risk characteristics of various asset classes and balancing the risks and rewards of market behavior, the following asset classes were selected to achieve the objectives of the Foundation's Portfolio.

Asset Category	Target Allocation	Acceptable Range
CASH	2%	1% - 10%

FIXED INCOME	28%	20% - 40%
STOCKS	70%	60%-80%
TOTAL	100%	

^{*}International stocks not to exceed 17.5% of the total portfolio.

Updated Allocations

From time to time, it may be desirable to amend the basic allocation policy or calculations. When such changes are made, updates will be attached to this Investment Policy Statement as Appendix A and will be considered part of this Investment Policy Statement. The Advisor will provide to the Foundation the recommended or desired targeted allocation percentages. The recommendation will fall within the acceptable range as indicated in table 1-1.

Portfolio Rebalancing

From time to time, market conditions may cause the portfolio's investment in various asset classes to vary from the targeted allocation. To remain consistent with the asset allocation guidelines established by this IPS, each asset class in which the portfolio invests shall be reviewed annually by the Advisor and rebalanced back to the recommended weighting if the actual weighting varies by 3% or more from the recommended weighting (e.g., if the targeted allocation for a particular asset class is 10% and the actual is less than 7% or more than 13%, that asset class will be adjusted back to the targeted 10% allocation by either adding assets or distributing assets to or from the other asset classes.)

DIVERSIFICATION

Investment of the Foundation's funds shall be limited to the following categories:

Permitted Investment Categories

- 1. Cash and cash equivalents, including money market funds
- 2. Fixed income assets
 - a) Bonds (corporate, U.S. government, or government agency)
 - b) Bank certificates of deposit
- 3. Stocks (Large and Small U.S. -based and Foreign companies)

Excluded Categories for Investment

- 1. Derivatives
- 2. Natural resources
- 3. Precious metals
- 4. Venture capital

Investment Concentration

At all times there must be a minimum of three investment categories represented among the Foundation's assets. There shall be no maximum limit to the number of categories. No individual security held shall represent more than 14% of the total portfolio. (The Foundation considers mutual funds and ETFs to be a security).

INVESTMENT MONITORING AND CONTROL PROCEDURES

Reports

- 1. Advisor shall provide the Foundation with a monthly report that lists all assets held by the Foundation, values for each asset and all transactions affecting assets within the portfolio, including additions and withdraws.
- 2. Advisor shall provide the Foundation on a quarterly basis and within 30 days of the end of each calendar quarter, the following reports:
 - a) Portfolio performance results over the last quarter, year, 3 years and 5 years
 - b) Performance results of comparative benchmarks for the same periods; performance shall be reported on a time-weighted basis.
- 3. Advisor shall assist in the development of investment policies, objectives and guidelines.

- 4. Advisor shall prepare asset allocation analyses as necessary and recommend asset allocation strategies with respect to the Foundation's objectives.
- 5. Advisor shall provide research on specific issues and opportunities and assist the Foundation finance & Investment Committee in special tasks.
- 6. Advisor shall make tactical implementation decisions, including rebalancing, within the asset allocations ranges set by the Foundation and among investment managers with communication of such decisions and the rational at the next Foundation meeting. Such decisions will be tracked by the Advisor who will report the results of each of those decisions in its Investment Review provided to the Foundation for its quarterly meetings.
- 7. Advisor shall notify the Foundation Finance & Investment Committee of any significant changes in portfolio managers, personnel or ownership of any investment management firm hired by the Foundation.
- 8. Advisor shall, overall, be proactive with the Administration of the Foundation in the management of the Foundation's investments.

Meeting

Advisor shall meet with the Foundation's Finance and Investment Committee at least annually (or semi-annually if the Foundation chooses) in order to give a detailed report as to activity in the investment account, manager selection, tactical changes in the asset allocation weightings or other information the Foundation shall require.

Advisor shall also meet annually with the Foundation Board in September of each year to give a detailed report on the Foundation's investments.

ADOPTION

Adopted and Revised by the Foundation on this 16th day of June, 2015.

EXHIBIT "D"

Articles of Incorporation

EDUCATIONAL ASSISTANCE AND DEVELOPMENT FOUND (now, LEWIS-CLARK STATE COLLEGE FOUNDATION, INC.)

WHEREAS, the members of Lewis-Clark State College Educational Assistance and Development Foundation, Inc., at a duly called meeting, after proper notice, adopted the following resolution amending and restating the Articles of Incorporation to change the name of the corporation and to conform those Articles to the provisions of the Idaho Non-Profit Corporations Act by the affirmative vote of all members present at such meeting, constituting a majority of the voting power of the members of the corporation entitled to vote, to wit:

BE IT RESOLVED that the Articles of Incorporation of Lewis-Clark State College Educational Assistance and Development Foundation, Inc., be, and the same are hereby, amended and restated in their entirety as follows:

AMENDED AND RESTATED ARTICLES

ARTICLE I Preliminary Matters

- 1.01 Name. The name of this corporation is LEWIS-CLARK STATE COLLEGE FOUNDATION, INC.
- 1.02 Nonprofit Status. This corporation is a nonprofit corporation.
- 1.03 Duration. The duration of this corporation shall be perpetual.

ARTICLE II Purposes

2.01 Charitable Scope of Purposes. This corporation is organized and shall be operated exclusively for charitable, scientific, literary, and educational purposes, within the meaning of §501(c)(3) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws (hereinafter called Internal Revenue Code"), and Treasury Regulations issued thereunder. This corporation shall serve the public interest, and no part of its assets or the income therefrom shall inure to the benefit of any private individual, except for payment of

-1-

reasonable compensation for services rendered to the corporation. No substantial part of the activities of this corporation shall directly or indirectly consist of attempting to influence legislation by propaganda or otherwise, and the corporation shall not directly or indirectly participate in, or intervene (including the publishing or distributing of statements), any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these articles of incorporation, this corporation shall not conduct or carry on any activities not permitted to be conducted or carried on (a) by a corporation exempt from federal tax under§ 50l(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under § 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

- 2.02 Higher Education. In further limitation of the general charitable purposes set forth above, this corporation is organized and shall be operated for the purpose of advancing the goals of higher education. The goals of higher education shall be broadly construed to encompass the charitable, scientific, literary, artistic, educational, social and athletic objectives normally associated with nonsectarian institutions of higher education.
- 2.03 Lewis-Clark State College. The purposes of this corporation shall be accomplished primarily by encouraging, promoting, supporting, performing and carrying out the functions, programs, operations and purposes of Lewis-Clark State College, an institution of higher education and an agency of the State of Idaho with its principal campus located in Lewiston, Idaho, so long as it is an institution of higher education and an agency of the State of Idaho or an organization described in § 50l(c)(3) of the Internal Revenue Code, contributions to which are deductible under § 170(c)(2) of the Internal Revenue Code. By way of illustration and not limitation, it shall be within the purposes of this corporation to:
 - a. Funds. Coordinate fund raising activities on behalf of Lewis-Clark State College and receive, hold, invest and administer donations of every kind on its behalf.
 - b. Programs. Promote, support, develop, perform, carry out and extend the educational undertakings of Lewis-Clark State College, and in furtherance thereof, to support and conduct any and all charitable, scientific, literary, artistic, educational, social and athletic activities relating thereto.

- c. Facilities. Support, conduct and operate such activities as may be designed or intended to facilitate or enhance the educational, cultural, living and operational conditions at Lewis-Clark State College; to provide support for, maintain, enlarge, and extend the curricula, services, faculty, staff, and real or personal properties of Lewis-Clark State College.
- d. Financial Assistance. To provide financial or other assistance to the students, faculty and staff of Lewis-Clark State College in their efforts to acquire new knowledge and to extend the educational endeavors of Lewis-Clark State College.
- e. Cooperation. Promote cooperation, coordination with, and assistance to other charities in the area of Lewiston, Idaho, particularly schools and hospitals.

ARTICLE III Powers

- 3.01 Statutory Powers. This corporation shall have all rights and powers now given to nonprofit corporations generally under the laws of the State of Idaho, including those powers now set forth in § 30-3-23 of the Idaho Code, and all further and broader rights and powers which may in the future be given to nonprofit corporations generally under any subsequent laws of this state. No subsequent repeal or amendment of any such laws shall diminish or restrict those corporation's rights and powers.
- 3.02 Activities. In addition to raising funds and making grants, the corporation may, itself, actively conduct programs designed to accomplish the purposes set forth in Article II, above. Such activities may be engaged in for or on behalf of Lewis-Clark State College in order to assist it in performing its functions or carrying out its purposes.
- 3.03 Limitations. No part of the net earnings or assets of the corporation shall inure to the benefit of, or be distributable to, its members, directors, officers or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article II hereof. No substantial part of the activities of the corporation shall be for the purpose of carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in, (including the publishing and distribution of statements) any political campaign on behalf of any candidate for

public office. Notwithstanding any other provisions of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under § 50l(c)(3) of the Internal Revenue Code or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under §170(c)(2) of the Internal Revenue Code or the corresponding section of any future federal tax code.

ARTICLE IV No Members

The corporation shall not have any members.

ARTICLE V Board of Directors

The affairs of the corporation shall be managed by a Board of Directors. The number of directors serving on the Board of Directors shall be fixed in accordance with the corporation's Bylaws. Other than the directors constituting the initial board of directors, who are designated in these articles, the Directors shall be elected, appointed or designated in the manner and for the term or terms provided in the Bylaws of the corporation.

The names and street addresses of the persons constituting the initial board of directors are:

Name	Address
Niel Zimmerman	500 Eighth Street
President - LCSC	Lewiston, ID 83501
Rita Morris	500 Eighth Avenue
Provost and Academic Vice-President - LCSC	Lewiston, ID 83501
Dean Froehlich	500 Eighth Avenue
Vice-President of Administrative Services - LCSC	Lewiston, ID 83501
Richard Meier	500 Eighth Avenue
Vice-President of Student Affairs - LCSC	Lewiston, ID 83501
Barbara Bowen	601 Burrell Drive
President LCSC Alumni Association	Lewiston, ID 83501

-4-

ATTACHMENT 1

Gene Straughan

Faculty Senate Chair Elect- LCSC

Eugene Baldeck Appointed Director

Scott Arnone Appointed Director

Charles Brown Appointed Director

Bob DeVleming Appointed Director

Donna Doyle Appointed Director

Joe Hall

Appointed Director

Harriet Husemann Appointed Director

Jackie McIver Appointed Director

Sam Penney Appointed Director

Joe Stegner Appointed Director

A. L. Alford, Jr. Elected Director

Howard Hayes Elected Director P. O. Box 189 Colton, WA 99113

2214 Vineyard Lewiston, ID 83501

1445 G Street, Suite 101 Lewiston, ID 83501

322 Main Street Lewiston, ID 83501

P.O. Box 57 Lewiston, ID 83501

566 Crestline Circle Drive Lewiston, ID 83501

1617 21st Street Lewiston, ID 83501

523 Cedar

Lewiston, ID 83501

835 Main Street Lewiston, ID 83501

P.O. Box 305 Lapwai, ID 83540

216 Prospect Lewiston, ID 83501

505 C Street Lewiston, ID 83501

P.O. Box 816 Lewiston, ID 83501 Darrel Inman Elected Director

Terry Kolb Elected Director

William Mannschreck Elected Director

Eadie Saxton Elected Director

Marilyn Stonebraker Elected Director

Charles F. Woods Elected Director

John Young Elected Director P.O. Box 856

Lewiston, ID 83501

P.O. Box 937

Lewiston, ID 83501

2956 Mayfair Ridge Lewiston, ID 83501

1035 29th Street Lewiston, ID 83501

1224 Third Street Lewiston, ID 83501

308 Main Street Lewiston, ID 83501

P.O. Box 917

Lewiston, ID 83501

ARTICLE VI Registered Agent

- 6.01 Registered Office. The street address of the initial registered office of this corporation is the office of the Vice-President for Administrative Services, Lewis-Clark State College, Eighth Avenue and Sixth Street, Lewiston, ID 83501.
- **6.02** Registered Agent. The name and initial registered agent of the corporation at such street address is Dean A. Froehlich.

ARTICLE VII. Distribution on Dissolution

Upon dissolution or winding up of the corporation, its assets remaining after payment, or provision for payment of all debts and liabilities of this corporation shall be to the Idaho State Board of Education, as the Board of Trustees of Lewis-Clark State College; provided, however, that if at such time Lewis-Clark State College or its successor in interest is not an agency of the State of Idaho or an exempt organization described in § 501(c)(3) of the Internal Revenue Code or has substantially failed or abandoned its operations or been

dissolved, then the remaining assets of the corporation shall be distributed to such other agencies of the State of Idaho or non-profit fund foundation or corporation involved in higher education which is organized and operated exclusively for charitable purposes and which has established its tax exempt status under § 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, as the Board of Directors may direct. Any such assets not distributed shall be distributed by the district court of the county in which the principal office of the corporation is then located, excluding for any purposes or to such organizations as the court shall determine to be consistent with the purposes of the corporation.

ARTICLE VIII. **Bylaws**

Provisions for the regulation of the internal affairs of the corporation shall be set forth in the Bylaws. The Board of Directors of the corporation shall be authorized to amend the corporation's Bylaws at a properly noticed special or regular meeting of the Board of Directors.

ARTICLE VIX. Amendment of Articles

This corporation reserves the right to amend, alter, change or repeal any provisions contained in these articles of incorporation in any manner now or hereafter prescribed or permitted by statute.

IN WITNESS WHEREOF, the duly undersigned officers have signed and attested these Articles of Amendment.

DATED this 20th day of Telyvan

LEWIS-CLARK STATE COLLEGE EDUCATIONAL ASSISTANCE AND

DEVELOPMENT FOUNDATION

BY Edith K. Say

Attest:

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LEWIS-CLARK STATE COLLEGE
EDUCATIONAL ASSISTANCE AND DEVELOPMENT FOUNDATION
ARTICLES OF INCORPORATION

APRIL 1984

LEWIS-CLARK STATE COLLEGE EDUCATIONAL ASSISTANCE AND DEVELOPMENT FOUNDATION ARTICLES OF INCORPORATION

Table of Contents

			Page
ARTICLE	I	Preliminary Matters	. 1
1.	.01	Name	1
1.	.02	Nonprofit status	1
	.03	Duration	î
ARTICLE	II	Purposes	1
2.	01	Charitable scope of purposes	1
2.	02	Higher education	2
2.	.03	Lewis-Clark State College	2
ARTICLE	III	Powers	3
j.	01	Statutory powers	3
	02	Activities	3
3.	03	Limitations	3
ARTICLE	IV	Members	3
4.	01	Management authority	3
4.	02	Apportionment of voting rights among classes	3
4.	03	Compensation	3
4.	04	Notice of organization meeting	4
ARTICLE	٧	Directors	4
ARTICLE	VI	Principal Organizer	4
6.	01	Name	4
	02	Address	4
ARTICLE	VII	Registered Office and Registered Agent	4
7.	01	Registered office	4
7.	02	Registered agent	4
ARTICLE	VIII	Amendment of Articles	4
ARTICLE	IX	Dissolution	4
ARTICLE	х	Incorporator	5
10.	01	Name	5
10.	01	Address	5

EDUCATIONAL ASSISTANCE AND DEVELOPMENT FOUNDATION, ${\rm D} {\rm PC}$. ARTICLES OF INCORPORATION

ROBERT P. BROWN, Esquire, being over the age of twenty-one (21) years, for the purpose of forming a corporation under the provisions of the Idaho Nonprofit Corporation Act, Title 30, Chapter 3 of the Idaho Code, hereby adopts these articles of incorporation:

ARTICLE I Preliminary Matters

- 1.01 Name. The name of this corporation is LEWIS-CLARK STATE COLLEGE EDUCATIONAL ASSISTANCE AND DEVELOPMENT FOUNDATION,
- 1.02 Nonprofit status. This corporation is a nonprofit corporation.
- 1.03 <u>Duration</u>. The duration of this corporation shall be perpetual.

ARTICLE II Purposes

2.01 Charitable scope of purposes. This corporation is organized and shall be operated exclusively for charitable, scientific, literary, or educational purposes, within the meaning of $\S501(c)(3)$ of the Internal Revenue Code of 1954, as amended, or corresponding provisions of any subsequent Federal tax laws (hereinafter called Internal Revenue Code"), and Treasury Regulations issued thereunder. This corporation shall serve the public interest, and no part of its assets or the income therefrom shall inure to the benefit of any private individual, except for payment of reasonable compensation for services rendered to the corporation. No substantial part of the activities of this corporation shall directly or indirectly consist of attempting to influence legislation by propaganda or otherwise, and the corporation shall not directly or indirectly participate in, or intervene in (including the publishing or distributing of statements), any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these articles of incorporation, this corporation shall not conduct or carry on any activities not permitted to be conducted or carried on by an exempt organization described in \$501(c)(3) of the Internal Revenue Code, contributions to which are deductible under \$170(c)(2) of the Internal Revenue Code.

- 2.02 <u>Higher education</u>. In further limitation of the general charitable purposes set forth above, this corporation is organized and shall be operated for the purpose of advancing the goals of higher education. The goals of higher education shall be broadly construed to encompass the charitable, scientific, literary, artistic, educational, social and athletic objectives normally associated with nonsectarian institutions of higher education.
- 2.03 Lewis-Clark State College. The purposes of this corporation shall be accomplished primarily by encouraging, promoting, supporting, performing and carrying out the functions, programs, operations and purposes of Lewis-Clark State College, an institution of higher education and an agency of the State of Idaho with its principal campus located in Lewiston, Idaho, so long as it is an institution of higher education and an agency of the State of Idaho or an organization described in §501(c)(3) of the Internal Revenue Code, contributions to which are deductible under §170(c)(2) of the Internal Revenue Code. By way of illustration and not limitation, it shall be within the purposes of this corporation to:
 - al. <u>Funds</u>. Coordinate fund raising activities on behalf of <u>Lewis-Clark State College and receive</u>, hold, invest and administer donations of every kind on its behalf.
 - b. Programs. Promote, support, develop, perform, carry out and extend the educational undertakings of Lewis-Clark State College, and in furtherance thereof, to support and conduct any and all charitable, scientific, literary, artistic, educational, social and athletic activities relating thereto.
 - c. <u>Facilities</u>. Support, conduct and operate such activities as may be designed or intended to facilitate or enhance the educational, cultural, living and operational conditions at Lewis-Clark State College; to provide support for, maintain, enlarge, and extend the curricula, services, faculty, staff, and real or personal properties of Lewis-Clark State College.
 - d. <u>Financial assistance</u>. To provide financial or other assistance to the students, faculty and staff of Lewis-Clark State College in their efforts to acquire new knowledge and to extend the educational endeavors of Lewis-Clark State College.
 - e. <u>Cooperation</u>. Promote cooperation, coordination with, and assistance to other charities in the area of Lewiston, Idaho, particularly schools and hospitals.

ARTICLE III Powers

- 3.01 Statutory powers. This corporation shall have all rights and powers now given to nonprofit corporations generally under the laws of the State of Idaho, including those powers now set forth in §30-307 of the Idaho Code, and all further and broader rights and powers which may in the future be given to nonprofit corporations generally under any subsequent laws of this state. No subsequent repeal or amendment of any such laws shall diminish or restrict this corporation's rights and powers.
- 3.02 <u>Activities</u>. In addition to raising funds and making grants, the corporation may, itself, actively conduct programs designed to accomplish the purposes set forth in Article II, above. Such activities may be engaged in for or on behalf of Lewis-Clark State College in order to assist it in performing its functions or carrying out its purposes.
- 3.03 <u>Limitations</u>. No power or authority shall be exercised by this corporation in any manner or for any purpose which is not permitted for an exempt organization described in §501(c)(3) of the Internal Revenue Code, contributions to which are deductible under §170(c)(2) of the Internal Revenue Code.

ARTICLE IV Members

- 4.01 Management authority. The management of the affairs of this corporation shall be vested in its members pursuant to Section 30-314(c) of the Idaho Code.
- Apportionment of voting rights among classes. All voting rights shall be exercised by a single class of membership designated "trustee members", with each trustee member entitled to one (1) vote on each matter submitted to a vote at a meeting of such members. The bylaws of the corporation may provide for the designation of any one or more classes of nonvoting members. Except as set forth in these Articles of Incorporation, the designation, number, qualifications, terms of office, manner of selection, time and place of meetings, rights, powers, and duties of the members of each class shall be prescribed in the bylaws of the corporation.
- 4.03 Compensation. No member of the corporation shall receive any compensation for his or her services as a member of the corporation, but the corporation may pay reasonable compensation to any person, including a member of the corporation, for other services actually rendered to the corporation.

4.04 Notice of organization meeting. Actual personal notice of the organization meeting of the members of the corporation shall be sufficient notice pursuant to Section 30-324(b) of the Idaho Code.

ARTICLE V Directors

There shall be no directors of the corporation, the management of the affairs of the corporation being vested in the trustee members pursuant to Section 30-314 of the Idaho Code.

ARTICLE VI Principal Organizer

- 6.01 Name. The name of the principal organizer of this corporation is LEE A. VICKERS, who is over the age of twenty-one (21) years.
- 6.02 Address. The street address of the principal organizer is Office of the President, 8th Avenue and 6th Street, Lewiston, Idaho 83501.

ARTICLE VII Registered Office and Registered Agent

- 7.01 Registered office. The street address of the initial registered office of this corporation is Office of the President, Lewis-Clark State College, 8th Avenue and 6th Street, Lewiston, Idaho 83501.
- 7.02 <u>Registered agent</u>. The name of the initial registered agent at such street address is LEE A. VICKERS.

ARTICLE VIII Amendment of Articles

This corporation reserves the right to amend, alter, change or repeal any provisions contained in these articles of incorporation in any manner now or hereafter prescribed or permitted by statute.

ARTICLE IX Dissolution

In the event of termination, dissolution or liquidation of this corporation, the net assets remaining after payment of all debts and obligations of the corporation shall be transferred and conveyed exclusively to Lewis-Clark State College or its successors-in-interest; provided, however, that if at such time Lewis-Clark State College or its successor-in-interest is not an agency of the State of Idaho or an exempt organization described in $\S501(c)(3)$ of the Internal Revenue Code, or has substantially failed or abandoned its operations or been dissolved, then the

remaining assets of this corporation shall be distributed to such other agencies of the State of Idaho and exempt organizations described in §501(c)(3) of the Internal Revenue Code involved in higher education as the board of directors may direct.

ARTICLE X Incorporator

- 10.01 Name. The name of the incorporator of this corporation is ROBERT P. BROWN, Esquire, who is over the age of twenty-one (21) years.
- 10.02 Address. The street address of the incorporator is 13th and Idaho Streets, Lewiston, Idaho 83501.

IN WITNESS WHEREOF, the incorporator has signed these Articles of Incorporation in duplicate this 2nd day of April, 1984.

ROBERT P. BROWN, Incorporator

STATE OF I D A H O) : ss.

County of NEZ PERCE)

On this 2nd day of April, 1984, before me the undersigned, a notary public in and for the State of Idaho, personally appeared ROBERT P. BROWN, known to me to be the person whose name is subscribed to the within and foregoing instrument and acknowledged to me that he executed the same.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal the day and year first above written.

(SEAL)

Notary Public in and for the State of Idaho, Residing at Lewiston, therein.

-5-

Bylaws

AMENDED AND RESTATED BYLAWS OF LEWIS-CLARK STATE COLLEGE FOUNDATION, INC.

ARTICLE I. In General

- **1.01 Nature of Bylaws.** The following paragraphs contain provisions for the regulation and management of LEWIS-CLARK STATE COLLEGE FOUNDATION, INC., a nonprofit corporation organized and operating under the laws of the State of Idaho.
- **1.02** Conflicts. In the event that there is a conflict between a provision of these Bylaws and a mandatory provision of the laws of the State of Idaho, or the Articles of Incorporation of the corporation, then the mandatory provision of the laws of the State of Idaho, or the Articles of Incorporation shall control.

ARTICLE II. Principal Office

2.01 Principal Office. The principal office of the corporation in the State of Idaho shall be located at Lewis-Clark State College, 500 8th Avenue Lewiston, ID 83501. The corporation may have such other offices, either within or without the State of Idaho, as the Directors may designate from time to time.

ARTICLE III. Non-Director Members

- **3.01 Foundation Members.** In addition to the Directors as defined in Article IV below, the corporation may recognize a class of benefactors and supporters designated as "Foundation Members", which class may be further subdivided into any number of subclasses as may be determined by the Directors.
- **3.02 No Management Authority or Voting Rights.** Foundation Members, as described in 3.01 above, shall have no authority to manage the affairs of the corporation, and shall not be entitled to vote on any matter relating to the corporation. Foundation Members shall have the right to attend and participate in meetings of the Directors.
- **3.03 Rights and Privileges.** Except as may be otherwise provided in these Bylaws or the Articles of Incorporation, Foundation Members shall have such recognition, rights, privileges as may be determined by the Board of Directors. Foundation Members are invited to attend meetings of the Board of Directors.
- **3.04 Selection.** Individuals or organizations who are interested in the objectives and purposes of the corporation may be admitted as Foundation Members by majority vote of the Directors upon meeting such qualifications as may be determined by the Directors.
- **3.05 Designated Members.** The following individuals shall serve as Designated Members by virtue of their offices, to serve for the term of their respective offices. Designated Members do not have voting rights.
- a. The President of Lewis-Clark State College.
- b. The Provost and Vice President for Academic Affairs of Lewis-Clark State College.
- c. The Vice President for Finance and Administration of Lewis-Clark State College.
- d. The Foundation Treasurer as appointed by Lewis-Clark State College with the consent of the Foundation.

- e. The Faculty Senate Chair Elect of the Lewis-Clark State College Faculty Association.
- f. The Lewis-Clark State College Alumni Association Board Representative.
- g. The Vice President of Student Affairs of Lewis-Clark State College.
- **3.06 Membership Roster and Certificates.** The corporation shall maintain a roster of Foundation Members, and may issue certificates, cards, or other evidence of association.
- **3.07 Personal Status of Association.** Association as a Foundation Member shall be personal to the associate admitted, and shall not survive the death of any individual associate nor be transferred by any means whatsoever.
- **3.08 Resignation.** A Foundation Member may resign at any time by written notice to the corporation.
- **3.09 Removal.** Association as a Foundation Member may be reviewed for any action which is detrimental to the best interests of the corporation, or for failure to actively support corporate purposes, or to actively participate in corporate activities. Removal shall require the affirmative vote of a majority of the Directors.

ARTICLE IV. Directors

- **4.01 General Powers.** All corporate powers shall be exercised by or under the authority of the Board of Directors. The business and affairs of the corporation shall also be managed under the direction of the Board of Directors, except as otherwise provided in the Idaho Non-Profit Corporation Act or the Articles of Incorporation.
- **4.02 Presumption of Assent.** A Director of the corporation who is present at a meeting of its Board of Directors at which any action on any corporate matter is taken shall be presumed to have assented to the action unless such Director's dissent shall be entered in the minutes of the meeting or unless such Director shall file such Director's written dissent to such action with the secretary of the meeting before the adjournment thereof or shall forward such dissent by certified or registered mail to the secretary of the corporation within three days after the adjournment of the meeting. Such right of dissent shall not apply to a Director who voted in favor of such action.
- **4.03 Qualification.** Directors need not be officers of the corporation nor residents of the State of Idaho.
- **4.04 Elected Directors.** The corporation shall have such Directors as may be elected by majority vote of the Directors, as then constituted, at the annual meeting of Directors. The number of such elected Directors serving at any time shall, in no event, exceed thirty (30). Each Director, including the Director whose terms are expiring, shall have the right to vote for as many persons as there are Directors to be elected, but no Director shall be entitled to cumulate his or her votes.
- **4.05 Terms of Elected Directors.** The terms of the Elected Directors pursuant to Article 4.04 shall serve for a period of three (3) years until the annual meeting in the year in which their respective terms expire and until their successors are duly appointed or elected and qualified.
- **4.06 Resignation.** Any Director may resign at any time giving written notice to the corporation. Any such resignation shall take effect at the time specified therein, or if the time be not specified, upon its acceptance by the corporation.
- **4.07 Removal.** An elected or appointed Director may be removed from office prior to expiration of the term of office by the vote of at least two-thirds (2/3) of the Directors other than the Director voted upon, at any regular or special meeting of Directors. Unexcused absences from two (2) consecutive meetings of the Directors shall be cause for consideration of removal of a Director. The Designated Director is not subject to removal.

- **4.08 Vacancies.** A vacancy among the Directors shall be deemed to exist upon death, resignation or removal of a Director. The vacancy of a Director shall be filled by his or her successor in office at the time the office is assumed. The vacancy of a Designated Director shall be filled by appointment of the Executive Committee. A Director appointed or elected to fill a vacancy shall serve the unexpired term of his predecessor in office.
- **4.09 Place of Meetings.** All meetings of the Directors shall be held at the principal office of the corporation or at such other place, either within or without the State of Idaho, as the Directors may, from time to time, direct.
- **4.10 Organization of Meeting.** The president of the corporation shall act as chairman of meetings of Directors. In the absence of the president, the next Officer shall act as chairman: vice president, then secretary, respectively.
- **4.11 Annual Meetings.** The annual meetings of the Directors shall be held in the spring each year. In the event that such annual meeting is omitted by oversight or otherwise, it may be held at a subsequent special meeting called in accordance with the provisions of these Bylaws and the laws of the State of Idaho, and any business transacted or elections held at such meetings shall be valid as if transacted or held at the annual meeting.
- **4.12 Special Meetings.** A special meeting of the Directors may be called at any time by the president, and shall be called by the president upon the written request of a majority of the Directors.
- **4.13 Notice of Meetings.** Written notice of each meeting of Directors stating the place, day or hour of the meeting and, in the case of a special meeting, the purpose or purposes for which the meeting is called, shall be delivered not less than two (2) days before the date of the meeting. Exceptions may occur with extenuating circumstances. If mailed, such notice shall be deemed to be delivered three (3) days after they are deposited in the United States Mail addressed to the Director at his or her address as it appears on the records of the corporation, with postage paid thereon.

Attendance of a Director at a meeting shall constitute a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business on the grounds that the meeting is not lawfully called or convened. The Directors may waive notice of any meeting, and written waiver of notice executed either before or after the meeting shall be sufficient.

Any adjournment or adjournments of an annual or special meeting to another time and place may be held without new notice being given.

4.14 Quorum. A simple majority (defined as 51% or more) of the voting Directors shall constitute a quorum for the transaction of business. The act of a majority (defined as 51% or more) of the Directors present at a meeting at which a quorum is present shall be the act of the Directors.

Foundation Members and Designated Members shall not be considered to constitute a quorum and do not have voting rights.

If, at any meeting of the Directors, there shall be less than a quorum present, those present may adjourn the meeting without notice other than by announcement at the meeting. If, subsequently additional directors arrive and a quorum is present, such meeting can be re-convened and any business may be transacted which might have been transacted at the meeting as originally notified.

4.15 Action Without a Meeting. Any action required to be taken at a meeting of the Board of Directors, or any action that may be taken at a meeting of the Directors or of a committee, may be taken without a meeting if a consent in writing, setting forth the actions so taken, shall be signed by a simple majority of the Directors, or by a simple majority of the members of the committee, as the case may be. Such consent shall have the same effect as a unanimous vote.

- **4.16 Powers and Duties.** The Directors shall establish policies and have the general management, control and direction of all the business and affairs of the corporation and of all its undertakings to the fullest extent permitted by law. In addition to all powers granted by law, Directors shall have power and authority:
- a. To call meetings of the Directors whenever deemed proper or necessary.
- b. To elect officers of the corporation, to appoint such employees or agents as they deem necessary or proper, to confer upon any officer the power to appoint, remove and suspend officers, employees and agents, and to similarly remove any officer, employee or agent with or without cause.
- c. To determine the policies of the corporation and to make such rules and regulations as may be deemed necessary or proper for the government and guidance of the officers, employees and Directors of the corporation, not inconsistent with the laws of the State of Idaho, the Articles of Incorporation, these Bylaws or the Operating Agreement.
- d. To oversee the security and safekeeping of endowment funds to insure that the same are invested in accordance with the Uniform Prudent Management of Institutional Funds Act as adopted by the State of Idaho and in a manner consistent with the objectives of the corporation. These duties include cooperation with any investment committee or external investment advisors that may be designated by the Directors.
- e. To purchase or otherwise acquire, and to sell, convey, and otherwise dispose of assets on behalf of the corporation at such prices and upon which terms as the Directors may deem appropriate.
- f. To approve payment for such property, rights or privileges, in whole or in part, with money or other securities of the corporation, or by delivery of other property of the corporation.
- g. To approve an action to borrow money and incur indebtedness; to create, make and issue mortgages, deeds of trust, trust and annuity agreements and negotiable or transferable instruments and securities; to do every other act necessary to effectuate the same.
- h. To hold, operate, leave, invest, reinvest and otherwise manage real and personal property of every kind and description.
- To fix the compensation, fringe benefits and emoluments of officers and other employees in accordance with noted Article VI.
- j. To select one or more financial institutions to act as depositor of the funds of the corporation and to determine the manner of receiving, depositing and disbursing the funds of the corporation.
- k. To determine by whom and in what manner the corporation bills, notes, receipts, acceptances, endorsements, checks, releases, contracts or other documents shall be signed, and to confer and delegate such power.
- 1. To do everything necessary or proper for the carrying out of the objects and purposes of the corporation as set forth in the Articles of Incorporation.

Notwithstanding the general delegation of authority granted, the Directors shall support and assist the College in fundraising and donor relations. In carrying out its purposes the Foundation Directors shall not engage in activities that conflict with federal or state laws, rules and regulations (including but not limited to all applicable provisions of the Internal Revenue Code and corresponding Federal Treasury Regulations), applicable policies of the Idaho State Board of Education or the role and mission of the College.

4.17 Executive Committee. There shall be an executive Committee which shall have and may exercise all of the authority of the Directors other than in reference to amendment of the Articles of Incorporation, adoption of a plan of merger or consolidation of the corporation, the sale, lease, exchange or other disposition of all or substantially all the assets of the corporation otherwise than in the usual and regular course of its activities, a voluntary dissolution of the corporation or a revocation thereof, or amendment of the Bylaws of the corporation. The members of this committee shall be: The officers of the Board, the Immediate Past President, all chairs of approved committees or task forces and other members as designated.

All action of the executive committee shall be reported to the Directors at its next meeting succeeding such action, and shall be subject to revision or alteration by the Directors, provided that no rights or acts of third parties shall be affected by any such revision or alteration.

A quorum at any meeting of the executive committee shall consist of a simple majority of the Executive Committee Members.

4.18 Scholarship Committee. The Directors may designate two or more members as a scholarship committee. These committees, to the extent provided in the resolution below, shall have and exercise the authority of the Directors in the management of the corporation.

To promote the Foundation Scholars Program:

- a. Establish and maintain scholarship criteria and policies including approval/disapproval of any exceptions to policy
- b. Select scholarship recipients on an annual basis
- c. Provide to the Finance & Investment Committee any information that could impact the amount of the annual scholarship award and/or the number of new scholarships to be given
- d. Provide support, encouragement and develop rapport with individual Foundation Scholars through attendance at social functions such as the orientation at the beginning of the academic year, a winter holiday party, a reception at the LCSC President's home, and/or through a graduation recognition event
- e. Maintain long-term contact with Foundation Scholars, at the minimum annually, in recognition that these scholars are the future ambassadors for the Foundation

To meet as often as required to review other scholarship applications as requested and select recipients in accordance with established individual scholarship criteria

To participate in the annual Scholarship Luncheon to honor LCSC Foundation and Alumni Association scholarship recipients and donors.

4.19 Finance & Investment Committee. The Directors may designate two more members as the Finance & Investment Committee. These committees, to the extent provided in the resolution below, shall have and exercise the authority of the Directors in the management of the corporation.

Finance & Investment Committee of the Foundation shall have the following responsibilities:

- a. Oversight of endowment investments. Allocate investments among assets classes according to the investment policy statement. Review the performance of investment portfolio and advisor at least annually.
- b. Approve annual distribution of endowments according to the foundation spending policy. For underwater endowments determine if distribution will be paid. If underwater endowment distributions are made, determine the source of funding, including General Unrestricted Funds, Bryden Canyon Quasi-Endowment or other funding sources.
- c. Select the number of Foundation scholar scholarships awarded to freshman each year. For scholarships awarded in excess of funds available in the Foundation Scholars Program, determine if distribution will be paid from General Unrestricted Funds, Bryden Canyon Quasi-Endowment or other funding sources.
- d. Review financial reports and examine fund balances. Develop the annual operating budget two months before the start of each fiscal year.
- e. Approve charitable gift annuities established with gifts of more than \$100,000 per beneficiary. For annuities established with gifts of more than \$200,000 per beneficiary, submit recommendation for full board approval.
- f. Approve acceptance of gifts of assets other than cash. For noncash gifts in excess of \$200,000, submit recommendation for full board approval. Acceptance of marketable securities does not require approval by the committee. Marketable securities will be liquidated immediately upon receipt.
- **4.20 Other Committees or Task Forces.** The Directors may designate and appoint one or more standing committees or task forces, each of which shall consist of two (2) or more Directors. These committees, to the extent provided in such resolution, shall have and exercise the authority of the Directors in the management of the corporation.

ARTICLE V. Officers

- **5.01 Qualification.** An Officer must be a Director of the corporation with the exception of the Treasurer, who may be a Designated Member as described in Section 3.05.
- **5.02 Offices.** The offices of the corporation shall consist of president, vice president, secretary, and treasurer and such other offices as the Directors may choose to appoint.
- **5.03 Election.** The officers of the corporation, with the exception of the Treasurer, shall be elected by the Directors at the organizational meeting of Directors and at such annual meeting of Directors thereafter. Officers shall be elected or appointed for a term extending for two years until the next annual meeting of the Directors and shall serve until their successors shall have been duly elected and qualified.
- **5.04 Duties of President.** The president shall be the chief executive officer of the corporation and shall attend and preside at all meetings of the Directors and any executive committee of the Directors. The president shall have responsibility for the planning and implementation of the corporation's activities and the appointment of employees of the corporation, subject to the advisement and approval of the Directors. The president or vice-president, unless some other person is specifically authorized by vote of the Directors, shall sign all bonds, deeds, mortgages, contracts and other documents of the corporation. The president shall perform all the duties commonly incident to such office and shall perform such other duties as the Directors shall designate.
- **5.05 Duties of a Vice President.** The vice president shall perform the duties and have the powers of the president during his or her absence or disability. A vice president shall perform such other duties and have such others powers as the Directors may designate.
- **5.06 Duties of the Secretary.** The secretary shall ensure accurate minutes of all meetings of the foundation members and the Directors are maintained. The secretary shall attend to the giving and serving of all notices of the corporation, shall have custody of all the original records, papers, files and books of the corporation (except books of accounts and valuable papers properly in the custody of the treasurer); shall attest all instruments in writing executed in the name of the corporation and requiring his or her signature; and shall, in general, perform all the duties incident to the office of secretary and such other duties as the Directors shall designate. In the absence of the secretary, an assistant secretary or a secretary pro tempore shall perform such duties.
- **5.07 Duties of Treasurer.** The treasurer, subject to the order of the Directors, shall have the care and custody of the funds and valuable papers of the corporation in such bank or banks as the Directors shall designate. The treasurer shall have and exercise, under the supervision of the Directors, all the powers and duties commonly incident to such office and give bond in such form and with such sureties as may be required by the Directors. The treasurer shall keep accurate books of account of the corporation's transactions, which shall be the property of the corporation, and, together with all its property in his or her possession, shall be subject at all times to the inspection and control of the Directors.
- **5.08 Duties of Executive Director.** The executive director shall be given the necessary authority and responsibility to operate the affairs of the corporation and all its activities subject to such policies as may be adopted and such orders as may be issued by the Directors or by any committee or task force to whom they have delegated power for such action. He or she shall act as the duly authorized representative of the Directors in all matters in which the Directors have not formally designated some other person to act.

The authorities and duties of the executive director shall include the responsibility for:

- a. Carrying out all policies established by the Directors.
- b. Developing and submitting to the Directors for approval of plans and strategies for the corporation's affairs, including public relations, soliciting donations, and other matters intended to carry out the objectives of the corporation.

- Preparing an annual budget showing the expected receipts and expenditures as required by the Directors.
- d. Selecting and managing staff and developing and maintaining personnel policies and practices.
- e. Presenting to the Directors, or their authorized committee, periodic reports reflecting the operating and financial activities of the corporation and the preparation and submission of such special reports as may be required by the Directors.
- f. Attending all meetings of the Directors and committees.
- g. Performing such other duties as may be necessary and in the best interest of the corporation.
- **5.09 Other Officers.** The duties of the additional officers, other than as defined in the Bylaws of the corporation, shall be prescribed and defined by the Directors.
- **5.10 Authority to Sign Checks.** All checks, drafts or other orders for payment of money, note or other evidence of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents of the Corporation as provided in these Bylaws or in such manner as shall be determined by the Board of Directors.
- **5.11 Resignation.** Any officer may resign at any time by giving written notice to the corporation, to the Directors, to the president, or to the secretary of the corporation. Any such resignation shall take effect at the time specified therein, or if the time be not specified, upon its acceptance.
- **5.12 Removal.** Any officer or agent may be removed at any time by action of the Directors.
- **5.13 Vacancies.** Any vacancy among the officers of the corporation shall be selected by the executive committee subject to the authority of the Directors to approve, disapprove or fill the vacancy themselves.

ARTICLE VI. Compensation and Indemnification

- **6.01** Compensation of Directors. Directors shall not be compensated.
- **6.02** Compensation of Officers. The president, vice president, secretary and treasurer shall receive no compensation.
- **6.03 Repayment.** Any payments made to an employee of the corporation for compensation, salary, bonus, interest, rent or expense incurred by him or her, which shall be determined to be unreasonable in whole or in part by the Internal Revenue Service pursuant to Section 4941(d) (2) (E) of the Internal Revenue Code shall be reimbursed by such employee to the corporation to the full extent of such determination of unreasonableness. It shall be the duty of the Directors to enforce repayment of each such amount. In lieu of repayment by the employee, subject to the determination of the Directors, amounts may be withheld from the employee's future compensation or expense reimbursement payments until the amount owed to the corporation shall have been recovered.
- **6.04 Indemnification.** Any person who serves on behalf of the Foundation as a director, employee, chairperson or member of any committee, or as a director, trustee or officer of another corporation, shall be deemed to be the Foundation's agent for purposes of this Article and shall be indemnified by the Foundation against expenses (including attorney's fees), judgments, fines, excise taxes and amounts paid in settlement actually an reasonably incurred by such person who was or is a party or threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or a derivative action, by reason of such service, provided such person acted in good faith and in a manner that he or she reasonably believe to be in the best interest of the foundation and, with respect to any criminal action proceeding, had no reasonable cause to believe his or her conduct was unlawful.

ARTICLE VII.
Gifts to Corporation

- **7.01 In General.** Donors may make gifts to the corporation by naming or otherwise identifying the corporation. Gifts shall vest in the corporation upon receipt and acceptance by it, whether signified by a Director, officer, employee or agent of the corporation.
- **7.02** Acceptance of Governing Documents. Each donor, by making a gift to the corporation, accepts and agrees to all of the provisions of the Articles of Incorporation and these Bylaws.

ARTICLE VIII. Miscellaneous

- **8.01 Books and Records.** The corporation shall keep accurate and complete books and records of account and shall keep minutes of the proceedings of its Directors and committees having any authority of the Directors. All books and records of the corporation may be inspected by any Director for any proper purpose at any reasonable time.
- **8.02 Parliamentary Procedure.** Parliamentary Procedure shall be the code that governs the procedures of the Foundation Board of Directors' meetings.
- **8.03 Corporate Seal.** There shall be no seal of the corporation, and all contracts and other papers of the corporation shall be authenticated without any corporate seal.
- **8.04 Waiver of Notice.** Whenever any notice whatsoever is required to be given by these Bylaws, or the Articles of Incorporation, or any of the nonprofit corporation laws of the State of Idaho, a waiver thereof in writing, signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be equivalent to the giving of such notice for all purposes.
- **8.05** Contracts and Conveyances. All contracts, deeds, conveyances, negotiable instruments and other instruments of like character which have first been approved by the Directors shall be signed by the president or vice president and the secretary or an assistant secretary, or otherwise as directed by the Directors. No contract of any officer of the corporation shall be valid without previous authorization or subsequent ratification of the Directors.
- **8.06 Fiscal Year.** The Foundation shall operate on a fiscal year beginning July 1st and ending June 30th.
- **8.07 Dissolution.** The corporation exists for the sole purpose of providing support to Lewis-Clark State College (the "College"). Given the significant administrative contribution provided to the corporation by the College, in the event that the corporation ceases to provide such support, the corporation may be dissolved and all assets and records will be distributed exclusively to the College or its successor in interest pursuant to the Articles of Incorporation.
- **8.08 Amendment.** These bylaws may be altered, amended or repealed at any regular or special meeting of the Directors, provided a quorum is present and provided further that notice of the substance of the proposed amendment shall be submitted to each Director within the same time and in the same manner prescribed for notice of the meeting.

CERTIFICATION

We, the undersigned President, Vice President and Secretary of the Lewis-Clark State College Foundation, Inc. an Idaho Corporation, do hereby certify that the foregoing Bylaws supersede all prior Bylaws, amended or restated, were duly adopted as the restated Bylaws of said corporation at a duly constituted meeting of the members of the corporation at which a quorum was present, in person or by proxy, said meeting, held March 17, 2015, and that the same do now constitute the Bylaws of said corporation.

EXHIBIT "F"

Conflict of Interest Policy

Lewis-Clark State College Foundation Policy on Conflict of Interest CONFLICTS OF INTEREST POLICY

No board member shall use his or her position, or the knowledge gained therefrom, in such a manner that conflict between the interest of the organization or any of its affiliates and his or her personal interests arises.

Each board member has a duty to place the interest of the organization foremost in any dealings with the organization and has a continuing responsibility to comply with the requirements of this policy.

Board or committee members may not obtain for themselves, their relatives, or their friends a material interest of any kind from their association with the organization.

It is, nevertheless, recognized that transactions between Lewis-Clark State College Foundation ("Foundation") and a business or other organization with whom a board member is affiliated may be beneficial to the Foundation and that the Foundation should not be precluded from entering into that beneficial transaction so long as the board member does not participate in or otherwise influence the Foundation's decision regarding the transaction.

It shall be the policy of the Foundation to require that all new Board members, prior to assuming their positions, and all present Board members, as soon as practicable after the adoption of this policy, submit in writing to the President a list of all businesses or other organizations (other than the Foundation) of which he or she is an officer, member, owner (either as a sole practitioner or partner), shareholder with a five percent (5%) or greater interest in all outstanding voting shares, employee or agent, with which the Foundation has, or may reasonably in the future have, a relationship or transaction in which the Board member or officer would have conflicting interests. Each written statement shall be resubmitted each year with any necessary changes.

The President shall become familiar with the statements of all Board members and officers in order to guide their conduct should a conflict arise. The Vice-President shall be familiar with the statement filed by the President.

At such time as any matter comes before the Board in such a way as to give rise to conflict of interest, the affected Board member or officer shall make known the potential conflict, whether disclosed by written statement or not. After answering any questions that might be asked, the affected Board member shall withdraw from the meeting until the matter has been voted upon. In the event that the affected Board member or officer fails to withdraw voluntarily, the President is empowered to require withdrawal from the room during both discussion and vote on the matter. In the event the conflict of interest affects the President, the Vice-President is empowered to require that the President withdraw in the same manner, and for the duration of discussion and action on the matter the Vice-President shall preside.

If the matter about which a conflict has arisen is the item of business for which a special meeting of the Board was called, the affected member may be counted to establish a quorum, but shall not participate in the discussion or vote on it.

ADOPTED, this 15th day of December, 1998.

EXHIBIT "G"

Code of Ethical Conduct

Directors and Officers of the LC State Foundation represent Lewis-Clark State College and its Foundation, and have a responsibility to conduct themselves in such a manner as to give a positive impression of Lewis-Clark State College to the public, students, and alumni. Directors and Officers of the LC State Foundation pledge to accept the following ethical guidelines:

- 1. Accountability: Faithfully abide by the Articles of Incorporation, Bylaws and policies of the LC state Foundation, and exercise reasonable care, faith and due diligence in organizational affairs.
- 2. Professional Excellence: Maintain a professional level of courtesy, respect and objectivity in all Foundation activities.
- 3. Professional Gain: Exercise the powers invested for the good of all members of the organization rather than his/her personal benefit. Transactions involving the Foundation and the personal or business affairs of a trustee, director, officer, or staff member should be approved in advance by the Foundation's governing board. In addition, directors, officers, and staff members of a foundation disqualify themselves from making, participating, or influencing a decision in which they have or would have a financial interest.
- 4. Confidential Information: Respect the confidentiality of sensitive information known due to service.
- 5. Collaboration and Cooperation: Respect the diversity of opinions as expressed or acted upon by the Foundation board, committees and membership, and promote collaboration, cooperation and partnership among Foundation Members.
- 6. Gifts: No director, trustee, officer, or staff member of a foundation shall accept from any source any material gift or gratuity in excess of fifty dollars (\$50.00) that is offered, or reasonably appears to be offered, because of the position held with the foundation; nor should an offer of a prohibited gift or gratuity be extended by such an individual on a similar basis.

EXHIBIT "H"

Gift Acceptance Policy

Lewis-Clark State College Foundation Gift Acceptance Policy (Article VII of the Bylaws)

Gifts to Corporation:

In General

Donors may make gifts to the corporation by naming or otherwise identifying the corporation. Gifts shall vest in the corporation upon receipt and acceptance by it, whether signified by a Director, officer, employee or agent of the corporation.

Acceptance of Governing Documents

Each donor, by making a gift to the corporation, accepts and agrees to all the provisions of the Articles of Incorporation and (the) Bylaws.

Split Interest Gifts

The corporation shall have the power and authority to arrange and administer deferred and other split-interest gifts, including, but not limited to, charitable lead and remainder unitrusts and annuity trusts, and charitable gift annuities, but only as permitted by the laws of the State of Idaho. If a gift is made to the corporation or a third party (in trust or otherwise) to make income or other payments for a period of a life or lives or other periods to any individuals or for noncharitable purposes, followed by payments to the corporation, or to make income or other payments to the corporation, followed by payments to any individuals or for noncharitable purposes, only the payments to the corporation shall be regarded as subject to the corporation's Articles of Incorporation and (the) Bylaws and then only when the corporation becomes entitled to their use. The Directors may take such actions as it, from time to time, deems necessary to protect the corporation's rights to receive such payments.

Restricted Gifts, Acceptance

Any donor may, with respect to a gift made by such donor to the corporation, provide at the time of the gifts restrictions or conditions which are not inconsistent with the charitable purposes of the corporation, as to (i) the manner of distribution, including amounts, times and conditions of payment and whether from principal or income, and (ii) the name, as a memorial or otherwise, for a fund given, or addition to a fund previously held, or anonymity for the gift. Restrictions involving the naming of a fund as a memorial or otherwise may be satisfied by keeping such name appropriate accounts reflecting the interest of such funds in a common investment. Nothing in the foregoing shall obligate the corporation to accept any gift or to perform any act, which, in the opinion of the Directors, will not be in the best interests of the corporation or which may jeopardize or cause it to lose its status as an exempt organization described in Section 501 (c) (3) of the Internal Revenue Code.

EXHIBIT "I"

Policy for Accounting for Gift Revenue

Lewis-Clark State College Foundation Policy for Accounting of Gift Revenue

- 1. **Fiduciary Responsibility.** Each gift, regardless of value, form, or designated use, shall be accounted for at the time of receipt until used as directed by the donors in support of the mission of the Foundation and/or the College. During such time as funds are retained, they shall be invested in accordance with procedures of the Finance and Investment Committee. The development office shall be responsible for any reports to donors on the use of their funds, to be accomplished in concert with operating managers and the accounting department.
- 2. **Allocation to Restricted Funds.** Gifts received for restricted purposes (either temporarily restricted or permanently restricted) shall be separately accounted for in order to maintain stewardship of these funds as donors direct. The segregation of these funds is to be performed by the accounting department, who shall report to donors on their disposition and use through the development office.
- 3. **Expenditure Controls.** The uses of gift revenue, especially restricted gifts shall be fully accounted for, beginning with their deposit to temporarily restricted fund accounts, stewardship, disposition reports, and with expenditures only as directed by the donor in keeping with the mission of the College and/or the Foundation.
- 4. **Allocation to Endowment.** Funds restricted to endowment or so restricted by the Foundation Board shall be invested and accounted for in accord with policies of the Finance and Investment Committee.
- 5. Investment of Funds. All gifts received shall be invested until used in accord with donor wishes, using short-term or long-term investment plans as defined by the Finance and Investment Committee. Funds restricted to endowment or so restricted by the Foundation Board shall be invested and accounted for as directed by the Finance and Investment Committee. Investment earnings shall be used only for the purposes board, with amounts as resolved by the Finance and Investment Committee.
- 6. **Accounting Reports.** Regular accounting reports will summarize the disposition of all money, illustrating their present disposition by source, purpose or use, and fundraising program, which shall be prepared for each Foundation Board meeting and distributed to the Board members.

EXHIBIT "J"

Foundation Insurance

PI-NPD-1 (01-02)



A Member of the Tokio Marine Group

One Bala Plaza, Suite 100 Bala Cynwyd, Pennsylvania 19004 610.617.7900 Fax 610.617.7940 PHLY.com

FLEXIPLUS FIVE

NOT-FOR-PROFIT ORGANIZATION DIRECTORS & OFFICERS LIABILITY INSURANCE EMPLOYMENT PRACTICES LIABILITY INSURANCE FIDUCIARY LIABILITY INSURANCE WORKPLACE VIOLENCE INSURANCE INTERNET LIABILITY INSURANCE

Philadelphia Indemnity Insurance Company

Policy Number: PHSD1562701

DECLARATIONS

NOTICE: EXCEPT TO SUCH EXTENT AS MAY OTHERWISE BE PROVIDED HEREIN, THIS POLICY IS WRITTEN ON A CLAIMS MADE BASIS AND COVERS ONLY THOSE CLAIMS FIRST MADE DURING THE POLICY PERIOD AND REPORTED IN WRITING TO THE INSURER PURSUANT TO THE TERMS HEREIN. THE AMOUNTS INCURRED FOR DEFENSE COST SHALL BE APPLIED AGAINST THE RETENTION.

Item	1.	Parent Organization and Address:
		LEWIS-CLARK STATE COLLEGE
		FOUNDATION
		500 8th Ave
		Lewiston, ID 83501-2691

Internet Address: www. icsc.edu

Item	2.	Policy	cy Period: From: 09/11/2020 To: 09/11/2021 (12:01 A.M. local time at the address shown in Ite			
Item	3.	Limits of Liability:				
		(A)	Part 1, D&O Liability:	\$	1,000,000	each Policy Period.
		(B)	Part 2, Employment Practices:	\$		each Policy Period.
		(C)	Part 3, Fiduciary Liability:	\$		each Policy Period.
		(D)	Part 4, Workplace Violence:	\$		each Policy Period.
		(E)	Part 5, Internet Liability:	\$		each Policy Period.
		(F)	Aggregate, All Parts:	\$	1,000,000	each Policy Period.

Page 1 of 2

NBP1557971 Renewal of Number

*** RENEWAL CERTIFICATE ***

Direct Bill Policy

POLICY DECLARATIONS

United States Liability Insurance Company

No. NBP1557971A

1190 Devon Park Drive, Wayne, Pennsylvania 19087 A Member Company of United States Liability Insurance Group

NAMED INSURED AND ADDRESS:

LEWIS-CLARK STATE COLLEGE FOUNDATION **500 8TH AVE** LEWISTON, ID 83501

POLICY PERIOD: (MO. DAY YR.) From: 03/26/2020 To: 03/26/2021

12:01 A.M. STANDARD TIME AT YOUR MAILING ADDRESS SHOWN ABOVE

FORM OF BUSINESS:

Non-Profit Corporation

BUSINESS DESCRIPTION: Foundation	
IN CONSIDERATION OF THE RENEWAL PREMIUM STATED BELOW, EXPIR FOR THE POLICY PERIOD STATED ABOVE. PLEASE ATTACH THIS RENE THIS POLICY CONSISTS OF THE FOLLOWING COVERAGE PARTS FOR W	EWAL CERTIFICATE TO YOUR EXPIRING POLICY.
THIS PREMIUM MAY BE SUBJECT TO ADJUSTMENT.	
	PREMIUM
Businessowners Liability Coverage Part	\$611.00
Businessowners Property Coverage Part	\$50.00
TOTAL:	\$661.00

Coverage Form(s) and Endorsement(s) made a part of this policy at time of issue

See Endorsement EOD (1/95)

STONEBRAKER MCQUARY AGENCY GROUP, INC. (2141) Agent: P.O. Box 9

Clarkson, WA 99403

Issued: 03/10/2020 10:46 AM

By:

Authorized Repres

THESE DECLARATIONS TOGETHER WITH THE COMMON POLICY CONDITIONS, COVERAGE PART DECLARATIONS, COVERAGE PART COVERAGE FORM(S) AND FORMS AND ENDORSEMENTS. IF ANY, ISSUED TO FORM A PART THÉREOF.

EXHIBIT "K"

Committee Descriptions Committee or Task Force Descriptions

Executive Committee

The Executive Committee is chaired by the President of the Foundation Board.

The members of the Executive Committee shall be: The officers of the Board, the Immediate Past President, all chairs of approved committees or task forces and other members as designated.

Responsibilities include:

- * making interim decisions for the Board (to be ratified by the full Board at its subsequent meeting);
- * overseeing the long-range and strategic planning of the organization;
- * serving as a sounding board for new programs or policies that should come before the full Board eventually;
- * enforcing membership responsibilities, including attendance policies and committee appointments;
- * monitoring progress of Board and staff in achieving the current year goals;
- * scrutinizing budget performance;
- * maintaining a close and candid relationship with the leadership of the College;
- * following and evaluating the performance of the Foundation's Executive Director;
- * evaluating Board performance by recognizing superior results or levels of service and by arranging for the departure of unproductive Board members;
- * acting on behalf of the Board in times of emergency or necessary expediency.

The actions of the Executive Committee are subject to revision or alteration by the Board. Minutes of Executive Committee meetings are sent to each Board member. Membership in the Executive Committee will not exceed a quorum of the full Board. A quorum at any meeting of the Executive Committee shall consist of a simple majority of the members.

Lewis-Clark State College Foundation Other Committee or Task Force Descriptions

Finance and Investment Committee

The Finance and Investment Committee shall oversee the Foundation's budget activities and expenses; monitor the flow of funds to determine consistency between expenditures and generated revenue; manage the investment portfolio; establish financial policies; oversee the buildings and grounds owned by the Foundation.

Scholarship Committee

The Scholarship Committee shall oversee the awarding of specific scholarships; establish scholarship policies and review the process; assist in the planning of three scholarship events annually.

Other Committees or Task Forces

The Directors may designate and appoint one or more standing committees or task forces, each of which shall consist of two (2) or more Directors. These committees, to the extent provided in such resolution, shall have and exercise the authority of the Directors in the management of the corporation.

EXHIBIT "L"

Endowment Fund Fee Policy

Notice of Endowment Fund Fee Policy LCSC Foundation

Effective January 1, 2020, the LCSC Foundation Board will implement the following policy regarding administrative fees on endowment and accounts.

2% Fee on Donations Received

In general, a 2% administrative fee will apply to all donations received by the Foundation to offset the costs of accounting, fundraising and other administration costs. However, the fee will not apply in the following circumstances:

- 1. Additional donations to an endowment or annual fund in existence as of January 1, 2020.
- 2. Funding to athletic or academic programs solicited by coaches or academic staff that simply passes through the Foundation to the respective department.
- 3. Funding designated to the Center for Arts and History solicited by department staff that simply passes through the Foundation to the department.
- 4. In-kind donations.
- 5. Other donations solicited by faculty or others where the donated funds simply pass through the Foundation.

The 2% fee will apply at the time of the donation and will be a one-time fee. The 2% fee for gift annuities will apply at the end of the annuity when the funds become available to the Foundation, subject to the above restrictions.

½ of 1% (.5%) Annual Fee on Average Endowment Fund Balance

The .5% fee will be charged to Endowment Funds, Alumni Endowments, and Other Endowments. The .5% fee will not apply to the following fund classifications:

- 1. Gift annuities
- 2. General Unrestricted Funds
- 3. Annual Funds
- 4. Funds designated as Other Funds
- 5. LCSC Designated Funds

The .5% fee will be based on the average endowment fund balances and not on the amount of profit or loss earned or allocated for any time period. The fee will be calculated twice during

each year using .25% times the fund market values at December 31 and June 30, and will be included with the December and June six months' market allocation postings.

OPERATING AGREEMENT BETWEEN

LEWIS-CLARK STATE COLLEGE FOUNDATION, INC.

AND

LEWIS-CLARK STATE COLLEGEINSTITUTION/AGENCY

This Operating Agreement ("Operating Agreement") between Lewis-Clark State College Foundation, Inc. ("Foundation") and Institution/AgencyLewis-Clark State College ("College") ("Operating Agreement") is entered into as of this _____ day of ______, 20___., by and between Institution, herein known as "Institution/Agency" and the Foundation, Inc., herein known as "Foundation".

WHEREAS, the Foundation was organized and incorporated <u>in_April 4, 1984</u> for the purpose of generating voluntary private support from <u>alumni</u>, <u>employees</u>, friends, corporations, foundations, and others for the benefit of the <u>Institution/AgencyCollege</u>.

WHEREAS, the Foundation exists to <u>receive contributions</u>, raise, and manage private resources supporting the mission and priorities of the <u>Institution/AgencyCollege</u>, and provide opportunities for <u>—students and employees</u> (e.g. students) and a degree of institutional excellence unavailable with state funding levels.

WHEREAS, the Foundation promotes access, excellence and relevance in higher education through financial support of the College. The Foundation is dedicated to assisting the Institution/AgencyCollege in the building of the endowment to address, through financial support, the long-term academic and other priorities of the College Institution/Agency.

WHEREAS, as stated in its articles of incorporation, the Foundation is a separately incorporated 501(c)(3) organization and is responsible for identifying and nurturing relationships with potential donors and other friends of the Institution/AgencyCollege, soliciting cash, securities, real and intellectual property, and other private resources for the support of the Institution/AgencyCollege, and acknowledging and stewarding such gifts in accordance with donor intent and its fiduciary responsibilities.

WHEREAS, in connection with its fund-raising and asset-management activities, the Foundation utilizes, in accordance with this Operating Agreement, personnel experienced in planning for and managing private support.

WHEREAS, the mission of the Foundation is to secure, manage and distribute private contributions and support the growth and development of the Institution/AgencyCollege.

WHEREAS, the <u>Institution/AgencyCollege</u> and Foundation desire to set forth in writing various aspects of their relationship with respect to matters such as the solicitation, receipt, management, transfer and expenditure of funds.

WHEREAS, the Parties hereby acknowledge that they will at all times conform to and abide by the Idaho State Board of Education's Governing Policies and Procedures, Gifts and Affiliated Foundations Policy V.E., and that they will submit this Operating Agreement for initial State Board of Education ("State Board") approval, and thereafter every three (3) years, or as otherwise requested by the State Board, for review and re-approval.

WHEREAS, the Foundation and the <u>Institution/AgencyCollege</u> intend for this Operating Agreement to be the written operating agreement required by State Board Policy V.E.2.b.

NOW THEREFORE, in consideration of the mutual commitments herein contained, and other good and valuable consideration, receipt of which is hereby acknowledged, the Parties agree as follows:

ARTICLE I Foundation's Purposes

The Foundation is the primary affiliated foundation responsible for securing, managing and distributing private support for the Institution/AgencyCollege. Accordingly, to the extent consistent with the Foundation's Articles of Incorporation and Bylaws, and the State Board's Policies and Procedures, the Foundation shall: (1) solicit, receive and accept gifts, devises, bequests and other direct or indirect contributions of money and other property made for the benefit of the Institution/AgencyCollege from the general public (including individuals, corporations, other entities and other sources); (2) manage and invest the money and property it receives for the benefit of the Institution/AgencyCollege; and (3) support and assist the Institution/AgencyCollege in fundraising and donor relations.

In carrying out its purposes, the Foundation shall not engage in activities that: (1) conflict with federal or state laws, rules and regulations (including all applicable provisions of the Internal Revenue Code and corresponding Federal Treasury Regulations); (2) cause the Institution_College to be in violation of applicable polices of the State Board; or (3) conflict with the role and mission of the Institution/Agency_College.

ARTICLE II Foundation's Organizational Documents

The Foundation shall provide copies of its current Articles of Incorporation and Bylaws to the Institution/AgencyCollege. The Foundation, to the extent practicable, also shall provide the Institution/AgencyCollege with an advance copy of any proposed amendments to the Foundation's Articles of Incorporation and Bylaws. The Institution/AgencyCollege shall provide all such documents to the State Board.

ARTICLE III <u>Institution/AgencyCollege</u> Resources and Services

1. <u>Institution/Agency</u>College Employees.

- a. <u>Institution/AgencyCollege/Foundation</u> Liaison: The <u>Institution/AgencyCollege</u>'s <u>Director of Vice President for Institution/Agency College</u> Advancement shall serve as the <u>Institution/AgencyCollege</u>'s Liaison to the Foundation and as the Foundation Executive Director.
 - i. The Institution/AgencyDirector of College Advancement shall be responsible for coordinating the Institution/AgencyCollege's and the Foundation's fundraising efforts and for supervising and coordinating the administrative support provided by the Institution/AgencyCollege to the Foundation.

<u>i.</u>

- ii. The Vice President for Institution/AgencyCollege's Director of College Advancement or designee shall attend each meeting of the Foundation's Board of Directors and shall report on behalf of the Institution/AgencyCollege to the Foundation's Board of Directors regarding the Institution/AgencyCollege's coordination with the Foundation's fundraising efforts.
- b. *Managing Director*: The *Managing Director* of the Foundation is an employee of the Institution/Agency loaned to the Foundation. All of the Managing Director's services shall be provided directly to the Foundation as follows:
 - i. The Managing College's Director of College Advancement shall be responsible for the supervision and control of the day-to-day operations of the Foundation. More specific duties of the Director of College Advancement Managing Director may be set forth in a written job description prepared by the Foundation and attached to the Loaned Employee Agreement described in paragraph (iii) below. The Managing Director shall be subject to the control and direction of the Foundation. is set forth in the Service Agreement attached hereto as Exhibit "B" ("Service Agreement").
- ii. The Managing Director shall be entitled to Institution/Agency benefits to the same extent and on the same terms as other full time Institution/Agency employees of the same classification as the

Managing Director. The Foundation shall reimburse the Institution/Agency for all costs incurred by the Institution/Agency in connection with the Institution/Agency's employment of the Managing Director including such expenses as salary, payroll taxes, and benefits.

- iii. The Foundation and the Institution/Agency shall enter into a written agreement, in the form of Exhibit "A" hereto, establishing that the Managing Director is an employee of the Institution/Agency but subject to the direction and control of the Foundation (generally a "Loaned Employee Agreement"). The Loaned Employee Agreement shall also set forth the relative rights and responsibilities of the Foundation and the Institution/Agency with respect to the Managing Director, including the following:
- 1. The Foundation shall have the right to choose to terminate the Loaned Employee Agreement in accordance with Foundation Procedures and applicable law, such termination may include election by the Foundation for non-renewal of the Loaned Employee Agreement.
- Termination of the Loaned Employee Agreement in accordance with the Foundation procedures and applicable law shall constitute grounds for a termination proceeding by the Institution/Agency or for non-renewal of any obligation of the Institution/Agency to employ the Loaned Employee, subject to applicable legal and procedural requirements of the State of Idaho and the Institution/Agency.
- 2. The Loaned Employee shall be subject to the supervision, direction and control of the Foundation Board of Directors and shall report directly to the Foundation president or designee.

b. Other Loaned Employees. Other loaned employees providing services pursuant to this Operating Agreement shall also serve pursuant to a Loaned Employee Agreement which shall set forth their particular responsibilities and duties.

iii.

- d. Other Institution/AgencyCollege Employees Holding Key Foundation or Administrative or Policy Positions: In the event the Institution/AgencyCollege and the Foundation determine it is appropriate for one or more additional Institution/AgencyCollege employees who function in a key administrative or policy making capacity for the Institution/AgencyCollege (including, but not limited to, any Institution/AgencyCollege Vice-President or equivalent position) to serve both the Institution/AgencyCollege and the Foundation, then, pursuant to State Board Policy V.E., this Operating Agreement shall be amended to clearly set forth the authority and responsibilities of the position of any such Institution/AgencyCollege employee.
- e. Limited Authority of <u>Institution/AgencyCollege</u> Employees. Notwithstanding the foregoing provisions, no <u>Institution/AgencyCollege</u> employee who functions in a key administrative or policy making capacity for the <u>Institution/AgencyCollege</u> (including, but not limited to, any <u>Institution/AgencyCollege</u> Vice-President or equivalent position) shall be permitted to have responsibility or authority for Foundation policy making, financial oversight, spending authority, and investment decisions, or the supervision of Foundation employees.

- Support Services. The Institution/Agency College shall provide administrative, financial, accounting, investment, and development services to the Foundation, as set forth in the Service Agreement attached hereto as Exhibit "B" ("Service Agreement"). Institution/Agency College employees who provide support services to the Foundation shall remain Institution/AgencyCollege employees under the direction and control Institution/AgencyCollege, unless agreed that the direction and control of any such employee will be vested with the Foundation in a written Loaned Employee Agreement. The Foundation will pay directly to the Institution/AgencyCollege the portion of the overhead costs associated with the services provided to the Foundation pursuant to the Service Agreement. The portion of such costs shall be determined by the agreement of the Parties.
- 3. <u>Institution/AgencyCollege</u> Facilities and <u>Equipment</u>. The <u>Institution/AgencyCollege</u> shall provide the use of the <u>Institution/AgencyCollege</u>'s office space and equipment to the Foundation upon the terms agreed to by the <u>Institution/AgencyCollege</u> and the Foundation. The terms of use (including amount of rent) of the <u>Institution/AgencyCollege</u>'s office space and equipment shall be as set forth in the Service Agreement.
- 4. <u>No Foundation Payments to Institution/AgencyCollege Employees</u>. Notwithstanding any provision of this Operating Agreement to the contrary, the Foundation shall not make any payments directly to an <u>Institution/AgencyCollege</u> employee in connection with any resources or services provided to the Foundation pursuant to this Operating Agreement.

ARTICLE IV Management and Operation of Foundation

The management and control of the Foundation shall rest with its Board of Directors.

1. Gift Solicitation.

Authority of Vice President for Institution/Agency College's Director of College Advancement. All Foundation gift solicitations shall be subject to the direction and control of the Director Vice President for Institution/Agency College Advancement.

- a. Form of Solicitation. Any and all Foundation gift solicitations shall make clear to prospective donors that (1) the Foundation is a separate legal and tax entity organized for the purpose of encouraging voluntary, private gifts, trusts, and bequests for the benefit of the Institution/AgencyCollege; and (2) responsibility for the governance of the Foundation, including the investment of gifts and endowments, resides in the Foundation's Board of Directors.
- b. Foundation is Primary Donee. Absent unique circumstances, prospective donors shall be requested to make gifts directly to the Foundation rather than to the Institution/AgencyCollege.

2. Acceptance of Gifts.

- a. Approval Required Before Acceptance of Certain Gifts. Before accepting contributions or grants for restricted or designated purposes that may require administration or direct expenditure by the Institution/AgencyCollege, the Foundation shall obtain the prior written approval of the Institution/AgencyCollege. Similarly, the Foundation shall also obtain the prior written approval of the Institution/AgencyCollege of the acceptance of any gift or grant that would impose a binding financial or contractual obligation on the Institution/AgencyCollege.
- b. Acceptance of Gifts of Real Property. The Foundation shall conduct adequate due diligence on all gifts of real property that it receives. All gifts of real property intended to be held and used by the Institution/AgencyCollege shall be approved by the State Board before acceptance by the Institution/AgencyCollege and the Foundation. In cases where the real property is intended to be used by the Institution/AgencyCollege in connection with carrying out its proper functions, the real property may be conveyed directly to the Institution/AgencyCollege, in which case the Institution/AgencyCollege and not the Foundation shall be responsible for the due diligence obligations for such property.
- c. *Processing of Accepted Gifts*. All gifts received by the Institution/AgencyCollege or the Foundation shall be delivered (if cash) or reported (if any other type of property) to the Foundation's designated gift administration office (a unit of the Foundation) in accordance with the Service Agreement.
- 3. <u>Fund Transfers</u>. The Foundation agrees to transfer funds, both current gifts and income from endowments, to the <u>Institution/AgencyCollege</u> on a regular basis as agreed to by the Parties. The Foundation's Treasurer or other individual to whom such authority has been delegated by the Foundation's Board of Directors shall be responsible for transferring funds as authorized by the Foundation's Board of Directors.
- a. Restricted Gift Transfers. The Foundation shall inform the Institution/AgencyCollege officials into whose program or department funds are transferred of any restrictions on the use of such funds and provide such officials with access to any relevant documentation concerning such restrictions. Such Institution/AgencyCollege officials shall account for such restricted funds separate from other program and department funds in accordance with applicable Institution/AgencyCollege policies and shall notify the Foundation on a timely basis regarding the uses expenditure of such restricted funds.
- b. *Unrestricted Gift Transfers*. The Foundation may utilize any unrestricted gifts it receives for any use consistent with the Foundation's purposes as generally summarized in Article I of this Operating Agreement. If the Foundation elects to use unrestricted gifts to make grants to the Institution/AgencyCollege, such grants shall be made at such times and in such amounts as the Foundation's Board of Directors may determine in the Board's sole discretion.
 - 4. Foundation Expenditures and Financial Transactions.

- a. Signature Authority. The Foundation designates the Foundation Board President and Vice President Treasurer as the individual(s) with signature authority for the Foundation in all financial transactions. The Foundation may supplement or change this designation with written notice to the Institution/AgencyCollege; provided, however, in no event may the person(s) with Foundation signature authority for financial transactions be an Institution/AgencyCollege employee.
- b. *Expenditures*. All expenditures of the Foundation shall be (1) consistent with the charitable purposes of the Foundation, and (2) not violate restrictions imposed by the donor or the Foundation as to the use or purpose of the specific funds.
- 5. <u>Institution/AgencyCollege Report on Distributed Funds</u>. On a regular basis, which shall not be less than annually, the <u>Institution/AgencyCollege</u> shall report to the Foundation on the use of restricted and unrestricted funds transferred to the <u>Institution/AgencyCollege</u>. This report shall specify the restrictions on any restricted funds. <u>The Foundation shall approve expenditures prior to fund transfers to the College and the Foundation will retain details of the and the uses of such funds.</u>
- 6. <u>Transfer of Institution/AgencyCollege Assets to the Foundation</u>. No <u>Institution/AgencyCollege</u> funds, assets, or liabilities may be transferred directly or indirectly to the Foundation without the prior approval of the State Board except when:
 - a. A donor inadvertently directs a contribution to the Institution/AgencyCollege that is intended for the Foundation in which case such funds may be transferred to the Foundation so long as the documents associated with the gift indicate the Foundation was the intended recipient of the gift. In the absence of any such indication of donor intent, such funds shall be deposited in an institutional account, and State Board approval will be required prior to the Institution/AgencyCollege's transfer of such funds to the Foundation.
 - b. The Institution/AgencyCollege has gift funds that were originally transferred to the Institution/AgencyCollege from the Foundation and the Institution/AgencyCollege wishes to return a portion of those funds to the Foundation for reinvestment consistent with the original intent of the gift.
 - c. Transfers of a *de minimis* amount not to exceed \$10,000 from the InstitutionCollege to the Foundation provided such funds are for investment by the Foundation for scholarship or other general Institution/AgencyCollege support purposes. This exception shall not apply to payments by the InstitutionCollege to the Foundation, operating expenses of the Foundation or other costs of the Foundation.

- d. The transfer is of funds raised by the <u>InstitutionCollege</u> for scholarship or program support and the funds are deposited with the affiliated foundation for investment and distribution in accordance with the purpose for which the funds were raised.
- 7. <u>Separation of Funds</u>. All Foundation assets (including bank and investment accounts) shall be held in separate accounts in the name of the Foundation using Foundation's Federal Employer Identification Number. The financial records of the Foundation shall be kept using a separate chart of accounts. For convenience purposes, some Foundation expenses may be paid through the <u>Institution/AgencyCollege</u> such as payroll and campus charges. These expenses will be paid through accounts clearly titled as belonging to the Foundation and shall be reimbursed by the Foundation on a regular basis.
- 8. <u>Insurance</u>. The Foundation shall maintain insurance to cover the operations and activities of its directors, officers and employees. The Foundation shall also maintain general liability coverage.
- 9. <u>Investment Policies</u>. All funds held by the Foundation, except those intended for short term expenditures, shall be invested in accordance with the Uniform Prudent Management of Institutional Funds Act, Idaho Code Sections 33-5001 to 33-5010, and the Foundation's investment policy which is attached hereto as Exhibit "C"; provided, however, the Foundation shall not invest any funds in a manner that would violate the applicable terms of any restricted gifts. The Foundation shall provide to the <u>Institution/AgencyCollege</u> any updates to such investment policy which updates shall also be attached hereto as Exhibit "C".
- 10. <u>Organization Structure of the Foundation</u>. The organizational structure of the Foundation is set forth in the Foundation's Articles of Incorporation and the Bylaws. The Foundation agrees to provide copies of such Articles and Bylaws as well as any subsequent amendments to such documents to both the <u>Institution/AgencyCollege</u> and the State Board. Any such amendments to the Articles and Bylaws shall be attached hereto as additions to Exhibit "D" and "E", respectively.

ARTICLE V

Foundation Relationships with the **Institution/Agency** College

At all times and for all purposes of this Operating Agreement, the Institution_College and the Foundation shall act in an independent capacity and not as an agent or representative of the other Party, provided, however, the Institution_College and the Foundation acknowledge that the Association Foundation carries out functions for the benefit of the Institution_College. As such, the Parties shall share certain information as provided below.

1. <u>Access to Records</u>. Subject to recognized legal privileges <u>and any third-party obligations of confidentiality and protection of proprietary information</u>, each Party shall have the right to access the other Party's financial, audit, donor and related books and records as needed to properly conduct its operations.

2. Record Management.

- a. The Parties recognize that the records of the Foundation relating to actual or potential donors contain confidential information. Such records shall be kept by the Foundation in such a manner as to protect donor confidentiality to the fullest extent allowed by law. Notwithstanding the access to records permitted above, access to such confidential information by the Institution/AgencyCollege shall be limited to the Institution/AgencyCollege shall be shall b
- b. The Foundation shall be responsible for maintaining all permanent records of the Foundation including but not limited to the Foundation's Articles, Bylaws and other governing documents, all necessary documents for compliance with IRS regulations, all gift instruments, and all other Foundation records as required by applicable laws.
- c. Although the Foundation is a private entity and is not subject to the Idaho Public Records Law, the Foundation, while protecting personal and private information related to private individuals, is encouraged, to the extent reasonable, to be open to public inquiries related to revenue, expenditure policies, investment performance and/or similar non-personal and non-confidential financial or policy information.
- 3. <u>Name and Marks</u>. Consistent with its mission to help to advance the plans and objectives of the <u>InstitutionCollege</u>, the <u>InstitutionCollege</u> grants the <u>FoundationAssociation</u> the limited, non-exclusive <u>right to</u> use <u>of the the name of the InstitutionCollege</u>, for use in its support of the <u>InstitutionCollege</u>. The <u>FoundationAssociation</u> shall operate under the <u>Institution's College's logotype</u> in support of its organizational business and activities. Any use by the <u>FoundationAssociation</u> of the <u>CollegeInstitution</u>'s logotypes or other trademarks must be with prior approval of the <u>InstitutionCollege</u> through the <u>Communications and Marketing DepartmentOffice of Trademark Licensing and Enforcement</u>.
- 4. <u>Identification of Source</u>. The Foundation shall be clearly identified as the source of any correspondence, activities and advertisements emanating from the Foundation.
- 5. <u>Establishing the Foundation's Annual Budget</u>. The Foundation shall provide the <u>Institution/AgencyCollege</u> with the Foundation's proposed annual operating budget and capital expenditure plan (if any) prior to the date the Foundation's Board of Directors meeting at which the Foundation's Board will vote to accept such operating budget. Any of the <u>Institution/AgencyCollege</u>'s funding requests to the Foundation shall be communicated in writing to the Foundation's <u>President Treasurer</u> and <u>Assistant Treasurer Executive Director</u> by <u>April March</u> 1 of each year.
- 6. <u>Attendance of Institution/AgencyCollege's President at Foundation's Board of Director Meetings.</u>—The <u>Institution/AgencyCollege's President shall</u> be invited to attend all

meetings of the Foundation's Board of Directors and may act in an advisory capacity in such meetings.

7. <u>Supplemental Compensation of Institution/AgencyCollege</u> Employees. Any supplemental compensation of Institution/AgencyCollege employees by the Foundation must be preapproved by the State Board. Any such supplemental payment or benefits must be paid by the Foundation to the Institution/AgencyCollege, and the Institution/AgencyCollege shall then pay compensation to the employee in accordance with the Institution/AgencyCollege's normal practice. No Institution/AgencyCollege employee shall receive any payments or other benefits directly from the Foundation. The Foundation Board of Directors may provide funds to the College annually for Faculty and Staff Achievement Awards, in an amount not to exceed \$25,000. Such awards will be made primarily with funds donated to the Foundation for that purpose and any additional Foundation funds used will be approved by the Board of Directors in the Foundation's annual budget. The College identifies the faculty and staff who will be recipients of these awards and disburses the funds to the recipients.

ARTICLE VI Audits and Reporting Requirements

- 1. <u>Fiscal Year</u>. The Foundation and the <u>Institution/AgencyCollege</u> shall have the same fiscal year.
- Annual Audit. On an annual basis, the Foundation shall have an audit conducted by a qualified, independent certified public accountant who is not a director or officer of the Foundation. The annual audit will be provided on a timely basis to the **Institution/Agency**College's President and the State Board, in accordance with the State Board's schedule for receipt of said annual audit. The Foundation's annual statements will be presented in accordance with standards promulgated by the Financial Accounting Standards Board (FASB). The Foundation is a component unit of the Institution/AgencyCollege as defined by the Government Accounting Standards Board (GASB). Accordingly, the Institution/AgencyCollege is required to include the Foundation in its financial statements which follow a GASB format. Therefore, the Foundation will include in its audited financial statement, schedules reconciling the FASB Statements to GASB standards in the detail required by GASB Standards. The annual audited financial statements, including the auditor's independent opinion regarding such financial statements, and schedules shall be submitted to the Institution/AgencyCollege Controller's Office Office of Finance and Administration in sufficient time to incorporate the same into the Institution/AgencyCollege's statements. All such reports and any accompanying documentation shall protect donor privacy to the extent allowable by law.
- 3. <u>Separate Audit Rights</u>. The <u>Institution/AgencyCollege</u> agrees that the Foundation, at its own expense, may at any time during normal business hours conduct or request additional audits or reviews of the <u>Institution/AgencyCollege</u>'s books and records pertinent to the expenditure of donated funds. The Foundation agrees that the <u>Institution/AgencyCollege</u> and the State Board,

at its own expense, may, at reasonable times, inspect and audit the Foundation's books and accounting records.

- 4. <u>Annual Reports to Institution/AgencyCollege President</u>. On a regular basis, which shall not be less than annually, the Foundation shall provide a written report to the <u>Institution/AgencyCollege President</u> setting forth the following items:
 - a. the annual financial audit report;
 - b. an annual report of Foundation transfers made to the Institution/AgencyCollege department;
 - c. an annual report of unrestricted funds received by the Foundation;
 - d. an annual report of unrestricted funds available for use during the current fiscal year;
 - e. a list of all of the Foundation's officers, directors, and employees;
 - f. a list of Institution/AgencyCollege employees for whom the Foundation made payments to the Institution/AgencyCollege for supplemental compensation or any other approved purpose during the fiscal year, and the amount and nature of that payment;
 - g. a list of all state and federal contracts and grants managed by the Foundation;
 - h. an annual report of the Foundation's major activities;
 - i. an annual report of each real estate purchase or material capital lease, investment, or financing arrangement entered into during the preceding Foundation fiscal year for the benefit of the Institution/AgencyCollege; and
 - j. an annual report of (1) any actual litigation involving the Foundation during its fiscal year; (2) identification of legal counsel used by the Foundation for any purpose during such year; and (3) identification of any potential or threatened litigation involving the Foundation.

ARTICLE VII Conflict of Interest and Code of Ethics and Conduct

1. <u>Conflicts of Interest Policy and Code of Ethics and Conduct</u>. The Foundation's Conflict of Interest Policy is attached as Exhibit "F", and its Code of Ethical Conduct is set forth as Exhibit "G".

- 2. <u>Dual Representation</u>. Under no circumstances may an <u>Institution/AgencyCollege</u> employee represent both the <u>Institution/AgencyCollege</u> and the Foundation in any negotiation, sign for both entities in transactions, or direct any other <u>institutionCollege</u> employee under their immediate supervision to sign for the related Party in a transaction between the <u>Institution/AgencyCollege</u> and the Foundation. This shall not prohibit <u>Institution/AgencyCollege</u> employees from drafting transactional documents that are subsequently provided to the Foundation for its independent review, approval and use.
- 3. <u>Contractual Obligation of Institution/AgencyCollege</u>. The Foundation shall not enter into any contract that would impose a financial or contractual obligation on the <u>Institution/AgencyCollege</u> without first obtaining the prior written approval of the <u>Institution/AgencyCollege</u>. <u>Institution/AgencyCollege</u> approval of any such contract shall comply with policies of the State Board with respect to State Board approval of <u>Institution/AgencyCollege</u> contracts.
- 4. <u>Acquisition or Development or Real Estate</u>. The Foundation shall not acquire or develop real estate or otherwise build facilities for the <u>Institution/AgencyCollege</u>'s use without first obtaining approval of the State Board. In the event of a proposed purchase of real estate by the Foundation for the <u>Institution/AgencyCollege</u>, the <u>Institution/AgencyCollege</u> shall notify the State Board at the earliest possible date. Any such proposed purchase for the <u>Institution/AgencyCollege</u>'s use shall be a coordinated effort of the <u>Institution/AgencyCollege</u> and the Foundation. Any notification to the State Board required pursuant to this paragraph may be made through the State Board's chief executive officer in executive session pursuant to the open meeting law, set forth in Idaho Code, Title 74, Chapter 2.

ARTICLE VIII General Terms

- 1. <u>Effective Date</u>. This Operating Agreement shall be effective on the date set forth above.
- Right to Terminate. This Operating Agreement shall terminate upon the mutual written agreement of both Parties. In addition, either Party may, upon 90 days prior written notice to the other, terminate this Operating Agreement, and either Party may terminate this Operating Agreement in the event the other Party defaults in the performance of its obligations and fails to cure the default within 30 days after receiving written notice from the non-defaulting Party specifying the nature of the default. Should the Institution/AgencyCollege choose to terminate this Operating Agreement by providing 90 days written notice or in the event of a default by the Foundation that is not cured within the time frame set forth above, the Foundation may require the Institution/AgencyCollege to pay, within 180 days of written notice, all debt incurred by the Foundation on the Institution/AgencyCollege's behalf including, but not limited to, lease payments, advanced funds, and funds borrowed for specific initiatives. Should the Foundation choose to terminate this Operating Agreement by providing 90 days written notice or in the event of a default by the Institution/AgencyCollege that is not cured within the time frame set forth

above, the Institution/AgencyCollege may require the Foundation to pay any debt it holds on behalf of the Foundation in like manner. The Parties agree that in the event this Operating Agreement shall terminate, they shall cooperate with one another in good faith to negotiate a new agreement within six (6) months. In the event negotiations fail, the Parties will initiate the dispute resolution mechanism described below (through reference to the Foundation President Chair and the State Board) to further attempt to negotiate a new agreement within the time period specified herein, they will refer the matter to the State Board for resolution. Termination of this Operating Agreement shall not constitute or cause dissolution of the Foundation.

- 3. <u>Dispute Resolution</u>. The Parties agree that in the event of any dispute arising from this Operating Agreement, they shall first attempt to resolve the dispute by working together with the appropriate staff members of each of the Parties. If the staff cannot resolve the dispute, then the dispute will be referred to the <u>Chair President of</u> the Board of the Foundation and the <u>Institution/AgencyCollege</u> President. If the Foundation Board <u>PresidentChair and Institution/AgencyCollege</u> President cannot resolve the dispute, then the dispute will be referred to the Foundation <u>PresidentChair and the State Board for resolution</u>. If they are unable to resolve the dispute, the Parties shall submit the dispute to mediation by an impartial third Party or professional mediator mutually acceptable to the Parties. If and only if all the above mandatory steps are followed in sequence and the dispute remains unresolved, then, in such case, either Party shall have the right to initiate litigation arising from this Operating Agreement. In the event of litigation, the prevailing Party shall be entitled, in addition to any other rights and remedies it may have, to reimbursement for its expenses, including court costs, attorney fees, and other professional expenses.
- 4. <u>Dissolution of Foundation</u>. Consistent with provisions appearing in the Foundation's Bylaws and Articles of Incorporation, should the Foundation cease to exist or cease to be an Internal Revenue Code §501(c)(3) organization, the Foundation shall transfer to the State Board (or <u>InstitutionCollege</u>, as applicable) the balance of all property and assets of the Foundation from any source, after the payment of all debts and obligations of the Foundation, and such property shall be vested in the State Board in trust for the <u>continued supportuse</u> and benefit of the <u>Institution/AgencyCollege</u>.
- 5. <u>Board Approval of Operating Agreement.</u> Prior to the Parties' execution of this Operating Agreement, an unexecuted copy of this Operating Agreement must be approved by the State Board. Furthermore, this Operating Agreement, including any subsequent modifications and restatements of this Operating Agreement, shall be submitted to the State Board for review and approval no less frequently than once every three (3) years or more frequently if otherwise requested by the State Board.
- 6. <u>Modification</u>. Any modification to the Operating Agreement or Exhibits hereto shall be in writing and signed by both Parties.
- 7. <u>Providing Document to and Obtaining Approval from the Institution/Agency</u>College. Unless otherwise indicated herein, any time documents are to be

provided to the <u>Institution/AgencyCollege</u> or any time the <u>Institution/AgencyCollege</u>'s approval of any action is required, such documents shall be provided to, or such approval shall be obtained from, the <u>Institution/AgencyCollege</u>'s President or an individual to whom such authority has been properly delegated by the <u>Institution/AgencyCollege</u>'s President.

- 8. Providing Documents to and Obtaining Approval from the Foundation. Unless otherwise indicated herein, any time documents are to be provided to the Foundation or any time the Foundation's approval of any action is required, such document shall be provided to, or such approval shall be obtained from, the Foundation's Board of Directors or an individual to whom such authority has been properly delegated by the Foundation's Board of Directors.
- 9. <u>Notices</u>. Any notices required under this Operating Agreement may be mailed or delivered as follows:

To the **Institution/Agency**College:

President

<u>Lewis-Clark State College Institution/Agency</u> 500 8th Avenue Street Address Lewiston, ID 83501 City, State and Zip

To the Foundation:

Executive Managing Director
Lewis-Clark State College Foundation, Inc.
500 8th Avenue Street Address
Lewiston, ID 83501 City, State and Zip

- 10. <u>No Joint Venture</u>. At all times and for all purposes of this Memorandum of Understanding, the <u>Institution/AgencyCollege</u> and the Foundation shall act in an independent capacity and not as an agent or representative of the other Party.
- 11. <u>Liability</u>. The <u>Institution/AgencyCollege</u> and Foundation are independent entities and neither shall be liable for any of the other's contracts, torts, or other acts or omissions, or those of the other's trustees, directors, officers, members or employees.
- 12. <u>Indemnification</u>. To the extent allowed by law, the <u>Institution/AgencyCollege</u> and the Foundation each agree to indemnify, defend and hold the other Party, their officers, directors, agents and employees harmless from and against any and all losses, liabilities, and claims, including reasonable attorney's fees arising out of or resulting from the willful act, fault, omission, or negligence of the Party, its employees, contractors, or agents in performing its obligations under this Operating Agreement. This indemnification shall include, but not be limited to, any and all claims arising from an employee of one Party who is working for the benefit of the other Party. Nothing in this Operating Agreement shall be construed to extend to the

Institution/AgencyCollege's liability beyond the limits of the Idaho Tort Claims Act, Idaho Code §6-901 et seq.

- 13. <u>Assignment</u>. This Operating Agreement is not assignable by either Party, in whole or in part.
- 14. <u>Governing Law</u>. This Operating Agreement shall be governed by the laws of the State of Idaho.
- 15. <u>Severability</u>. If any provision of this Operating Agreement is held invalid or unenforceable to any extent, the remainder of this Operating Agreement is not affected thereby and that provision shall be enforced to the greatest extent permitted by law.
- <u>16.</u> Entire Agreement. This Operating Agreement constitutes the entire agreement among the Parties pertaining to the subject matter hereof, and supersedes all prior agreements and understandings pertaining thereto.
 - 17. List of Attachments
 - a. Exhibit A Loaned Employee Agreement
 - b. Exhibit B Service Agreement
 - c. Exhibit C Investment Policy
 - d. Exhibit D Articles of Incorporation
 - e. Exhibit E Bylaws
 - <u>f.</u> Exhibit F Conflict of Interest Policy
 - g. Exhibit G Code of Ethical Conduct
 - h. Exhibit H Gift Acceptance Policy
 - i. Exhibit I Policy for Accounting for Gift Revenue
 - j. Exhibit J Foundation Insurance
 - k. Exhibit K Committee Descriptions
 - 16.1. Exhibit L Endowment Fund Fee Policy

IN WITNESS WHEREOF, the Instead executed this Operating Agreement on the above	titution/AgencyCollege and the Foundation have specified date.
	Lewis-Clark State College Institution/Agency
	By: Its: President
Foundation, Inc.	Lewis-Clark State College Institution/Agency
	By: Its: President Chairman

EXHIBIT "A"

Loaned Employee Agreement

Not applicable at this time

EXHIBIT "B"

Service Agreement

1. Staff

- a. The Director of College Advancement, an employee of the College, shall serve as Executive Director of the Foundation and shall supervise the College Advancement staff who are likewise employees of the College and who will provide administrative services to the Foundation. The College is responsible for the employment and compensation of College Advancement Staff providing services to the Foundation, including the Director of College Advancement in his or her capacity as Executive Director of the Foundation. Subject to approval by the President of the College, the Foundation may appoint an employee of the College to serve as Treasurer. The Treasurer shall provide and/or supervise the provision of financial and accounting services for the Foundation. While providing services to the Foundation, College employees are subject to the oversight and direction of the Board of Directors of the Foundation. Executive officers of the College (President and Vice Presidents) shall not serve as Foundation Board officers or staff members.
- 2. Additional services the College provides to the Foundation
 - a. Access to the College's financial system to receive, disburse and account for funds of the Foundation. Except for funds transferred into Foundation's brokerage accounts, all funds received by the Foundation shall be deposited with the College and credited to one or more agency accounts established in the name of the Foundation within the College's financial system. In using the College's financial services, the Foundation shall comply with the College's financial and administrative policies and procedures.
 - b. Accounting services, to include cash receipts and disbursements, accounts receivable and payable, bank reconciliation, reporting and analysis, and internal auditing.
 - c. Investment, insurance, and similar services.
 - d. Development services, including research, information systems, donor records, communications and special events.
- 3. Facilities, Furnishings and Office Equipment
 - a. The business office of the Foundation shall be located in the College

 Advancement Office at 500 8th Avenue, Lewiston, Idaho. The College will
 provide office space to the Foundation including providing all maintenance and
 utilities, and local and long-distance telephone service for use in the business of
 the Foundation. The furnishings, computers, copiers and other items of office
 equipment used in the Foundation's office are owned by the College but shall be
 made available for use in the business of the Foundation. The cost of repairing,
 maintaining and replacing such furnishings and equipment shall be paid by the
 College.

4. Reimbursement

a. Except as otherwise provided in the Agreement and Exhibit "L" ("Endowment Fund Fee Policy"), the Foundation shall have no obligation to reimburse the College for costs incurred by the College for personnel, use of facilities or equipment or for other services provided to the Foundation by the College. The Foundation established a fee as referenced in Exhibit L to assist with offsetting general operating costs such as accounting, fundraising, and other administration costs in support of the mission and vision of LC State. Neither the Foundation nor the College require the fee revenue to be transferred to the College though, as mutually agreed upon, all or part of the fee revenue may be transferred to offset the cost of services provided under this agreement. No payments shall be made directly from the Foundation to College employees in connection with resources or services provided to the Foundation under this Agreement.

EXHIBIT "C"

Investment Policy

PURPOSE

The purpose of this Investment Policy Statement (IPS) is to establish a clear understanding between the Lewis-Clark State College Foundation ("Foundation") and the Foundation's professional "Advisor" as to the investment objectives and policies applicable to the Foundation's investment portfolio. This Investment Policy Statement will:

- Establish reasonable expectations, objectives and guidelines in the investment of the portfolio's assets
- Set forth an investment structure detailing permitted asset classes and expected allocation among asset classes
- Encourage effective communication between the Advisor and the Foundation.
- Create the framework for a well-diversified asset mix that can be expected to generate acceptable long term returns at a level of risk suitable to the Foundation.

This IPS is not a contract. This IPS is intended to be a summary of an investment philosophy that provides guidance for the Advisor.

ADVISOR CONTRACT

The Advisor Contract will typically be awarded for an initial three (3) year period with an option for one additional two (2) year renewal. The decision to enter a new contract or engage in an RFP process or other process shall be at the sole discretion of the Foundation Board. The Board may, at its discretion, choose to forego an RFP process or other process in favor of entering into a new contract with the existing advisor. All fees shall be firm for the term of the contract and will be included in any contract agreement. A performance review will be conducted annually by the Foundation Finance & Investment Committee, or by any of its designated subcommittees.

If, for any reason, the Foundation should wish to discontinue the professional's services, the Foundation, with thirty (30) days' written notice, may terminate the contract.

INVESTMENT OBJECTIVES

The primary investment objective for the Foundation's assets is to seek long term growth. However, the Foundation does intend to withdraw 4% annually to provide for required distribution. The cash flow intentions of the Foundation are detailed in the Foundation's Spending Policy.

TIME HORIZON

For the purposes of planning, the time horizon for investments is perpetuity. The Foundation recognizes that capital values fluctuate over shorter periods and the possibility of capital loss does exist. However, historical asset class return data suggest that the risk of principal loss over a holding period of at least ten years can be minimized with the long-term investment mix employed under this IPS.

RISK TOLERANCE

The Foundation is a moderate risk taker with regard to these investment assets. The portfolio will be managed in a manner that seeks to minimize principal fluctuations over the established horizon and is consistent with the stated objectives. Financial research has demonstrated that risk is best minimized through diversification of assets.

ASSET ALLOCATION

Academic research suggests that the decision to allocate total assets among various asset classes will far outweigh security selection and other decisions that impact portfolio performance. After reviewing the long-term performance and risk characteristics of various asset classes and balancing the risks and rewards of market behavior, the following asset classes were selected to achieve the objectives of the Foundation's Portfolio.

Table 1-1

Asset Category	Target Allocation	Acceptable Range
CASH	2%	<u>1% - 10%</u>

FIXED INCOME	28%	20% - 40%
STOCKS	<u>70%</u>	<u>60%-80%</u>
TOTAL	100%	

^{*}International stocks not to exceed 17.5% of the total portfolio.

Updated Allocations

From time to time, it may be desirable to amend the basic allocation policy or calculations. When such changes are made, updates will be attached to this Investment Policy Statement as Appendix A and will be considered part of this Investment Policy Statement. The Advisor will provide to the Foundation the recommended or desired targeted allocation percentages. The recommendation will fall within the acceptable range as indicated in table 1-1.

Portfolio Rebalancing

From time to time, market conditions may cause the portfolio's investment in various asset classes to vary from the targeted allocation. To remain consistent with the asset allocation guidelines established by this IPS, each asset class in which the portfolio invests shall be reviewed annually by the Advisor and rebalanced back to the recommended weighting if the actual weighting varies by 3% or more from the recommended weighting (e.g., if the targeted allocation for a particular asset class is 10% and the actual is less than 7% or more than 13%, that asset class will be adjusted back to the targeted 10% allocation by either adding assets or distributing assets to or from the other asset classes.)

DIVERSIFICATION

Investment of the Foundation's funds shall be limited to the following categories:

Permitted Investment Categories

- 1. Cash and cash equivalents, including money market funds
- 2. Fixed income assets
 - a) Bonds (corporate, U.S. government, or government agency)
 - b) Bank certificates of deposit
- 3. Stocks (Large and Small U.S. -based and Foreign companies)

Excluded Categories for Investment

- 1. Derivatives
- 2. Natural resources
- 3. Precious metals
- 4. Venture capital

Investment Concentration

At all times there must be a minimum of three investment categories represented among the Foundation's assets. There shall be no maximum limit to the number of categories. No individual security held shall represent more than 14% of the total portfolio. (The Foundation considers mutual funds and ETFs to be a security).

INVESTMENT MONITORING AND CONTROL PROCEDURES

Reports

- 1. Advisor shall provide the Foundation with a monthly report that lists all assets held by the Foundation, values for each asset and all transactions affecting assets within the portfolio, including additions and withdraws.
- <u>2</u>. Advisor shall provide the Foundation on a quarterly basis and within 30 days of the end of each calendar quarter, the following reports:
 - a) Portfolio performance results over the last quarter, year, 3 years and 5 years
 - <u>b)</u> Performance results of comparative benchmarks for the same periods; performance shall be reported on a time-weighted basis.
- 3. Advisor shall assist in the development of investment policies, objectives and guidelines.

- 4. Advisor shall prepare asset allocation analyses as necessary and recommend asset allocation strategies with respect to the Foundation's objectives.
- <u>5. Advisor shall provide research on specific issues and opportunities and assist the Foundation finance & Investment Committee in special tasks.</u>
- 6. Advisor shall make tactical implementation decisions, including rebalancing, within the asset allocations ranges set by the Foundation and among investment managers with communication of such decisions and the rational at the next Foundation meeting. Such decisions will be tracked by the Advisor who will report the results of each of those decisions in its Investment Review provided to the Foundation for its quarterly meetings.
- 7. Advisor shall notify the Foundation Finance & Investment Committee of any significant changes in portfolio managers, personnel or ownership of any investment management firm hired by the Foundation.
- 8. Advisor shall, overall, be proactive with the Administration of the Foundation in the management of the Foundation's investments.

Meeting

Advisor shall meet with the Foundation's Finance and Investment Committee at least annually (or semi-annually if the Foundation chooses) in order to give a detailed report as to activity in the investment account, manager selection, tactical changes in the asset allocation weightings or other information the Foundation shall require.

Advisor shall also meet annually with the Foundation Board in September of each year to give a detailed report on the Foundation's investments.

ADOPTION

Adopted and Revised by the Foundation on this 16th day of June, 2015.

EXHIBIT "D"

Articles of Incorporation

OI MAR -9 AM 8: 5 ARTICLES OF AMENDMENT

STATE OF STLEWIS-CLARK STATE COLLEGE
EDUCATION ALGASSISTANCE AND DEVELOPMENT FOUND ATION

WHEREAS, the members of Lewis-Clark State College Educational Assistance and Development Foundation, Inc., at a duly called meeting, after proper notice, adopted the following resolution amending and restating the Articles of Incorporation to change the name of the corporation and to conform those Articles to the provisions of the Idaho Non-Profit Corporations Act by the affirmative vote of all members present at such meeting, constituting a majority of the voting power of the members of the corporation entitled to vote, to wit:

(now, LEWIS-CLARK STATE COLLEGE FOUNDATION, INC.)

BE IT RESOLVED that the Articles of Incorporation of Lewis-Clark State College Educational Assistance and Development Foundation, Inc., be, and the same are hereby, amended and restated in their entirety as follows:

AMENDED AND RESTATED ARTICLES

ARTICLE I Preliminary Matters

- 1.01 Name. The name of this corporation is LEWIS-CLARK STATE COLLEGE FOUNDATION, INC.
- 1.02 Nonprofit Status. This corporation is a nonprofit corporation.
- 1.03 Duration. The duration of this corporation shall be perpetual.

ARTICLE II Purposes

2.01 Charitable Scope of Purposes. This corporation is organized and shall be operated exclusively for charitable, scientific, literary, and educational purposes, within the meaning of §501(c)(3) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws (hereinafter called Internal Revenue Code"), and Treasury Regulations issued thereunder. This corporation shall serve the public interest, and no part of its assets or the income therefrom shall inure to the benefit of any private individual, except for payment of

-1-

reasonable compensation for services rendered to the corporation. No substantial part of the activities of this corporation shall directly or indirectly consist of attempting to influence legislation by propaganda or otherwise, and the corporation shall not directly or indirectly participate in, or intervene (including the publishing or distributing of statements), any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these articles of incorporation, this corporation shall not conduct or carry on any activities not permitted to be conducted or carried on (a) by a corporation exempt from federal tax under \$50l(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under \$170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

- 2.02 Higher Education. In further limitation of the general charitable purposes set forth above, this corporation is organized and shall be operated for the purpose of advancing the goals of higher education. The goals of higher education shall be broadly construed to encompass the charitable, scientific, literary, artistic, educational, social and athletic objectives normally associated with nonsectarian institutions of higher education.
- 2.03 Lewis-Clark State College. The purposes of this corporation shall be accomplished primarily by encouraging, promoting, supporting, performing and carrying out the functions, programs, operations and purposes of Lewis-Clark State College, an institution of higher education and an agency of the State of Idaho with its principal campus located in Lewiston, Idaho, so long as it is an institution of higher education and an agency of the State of Idaho or an organization described in § 50l(c)(3) of the Internal Revenue Code, contributions to which are deductible under § 170(c)(2) of the Internal Revenue Code. By way of illustration and not limitation, it shall be within the purposes of this corporation to:
 - a. Funds. Coordinate fund raising activities on behalf of Lewis-Clark State College and receive, hold, invest and administer donations of every kind on its behalf.
 - b. Programs. Promote, support, develop, perform, carry out and extend the educational undertakings of Lewis-Clark State College, and in furtherance thereof, to support and conduct any and all charitable, scientific, literary, artistic, educational, social and athletic activities relating thereto.

- c. Facilities. Support, conduct and operate such activities as may be designed or intended to facilitate or enhance the educational, cultural, living and operational conditions at Lewis-Clark State College; to provide support for, maintain, enlarge, and extend the curricula, services, faculty, staff, and real or personal properties of Lewis-Clark State College.
- d. Financial Assistance. To provide financial or other assistance to the students, faculty and staff of Lewis-Clark State College in their efforts to acquire new knowledge and to extend the educational endeavors of Lewis-Clark State College.
- e. Cooperation. Promote cooperation, coordination with, and assistance to other charities in the area of Lewiston, Idaho, particularly schools and hospitals.

ARTICLE III Powers

- 3.01 Statutory Powers. This corporation shall have all rights and powers now given to nonprofit corporations generally under the laws of the State of Idaho, including those powers now set forth in § 30-3-23 of the Idaho Code, and all further and broader rights and powers which may in the future be given to nonprofit corporations generally under any subsequent laws of this state. No subsequent repeal or amendment of any such laws shall diminish or restrict those corporation's rights and powers.
- 3.02 Activities. In addition to raising funds and making grants, the corporation may, itself, actively conduct programs designed to accomplish the purposes set forth in Article II, above. Such activities may be engaged in for or on behalf of Lewis-Clark State College in order to assist it in performing its functions or carrying out its purposes.
- 3.03 Limitations. No part of the net earnings or assets of the corporation shall inure to the benefit of, or be distributable to, its members, directors, officers or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article II hereof. No substantial part of the activities of the corporation shall be for the purpose of carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in, (including the publishing and distribution of statements) any political campaign on behalf of any candidate for

public office. Notwithstanding any other provisions of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under § 50l(c)(3) of the Internal Revenue Code or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under §170(c)(2) of the Internal Revenue Code or the corresponding section of any future federal tax code.

ARTICLE IV No Members

The corporation shall not have any members.

ARTICLE V Board of Directors

The affairs of the corporation shall be managed by a Board of Directors. The number of directors serving on the Board of Directors shall be fixed in accordance with the corporation's Bylaws. Other than the directors constituting the initial board of directors, who are designated in these articles, the Directors shall be elected, appointed or designated in the manner and for the term or terms provided in the Bylaws of the corporation.

The names and street addresses of the persons constituting the initial board of directors are:

Name	Address	
Niel Zimmerman	500 Eighth Street	
President - LCSC	Lewiston, ID 83501	
Rita Morris	500 Eighth Avenue	
Provost and Academic Vice-President - LCSC	Lewiston, ID 83501	
Dean Froehlich	500 Eighth Avenue	
Vice-President of Administrative Services - LCSC	Lewiston, ID 83501	
Richard Meier	500 Eighth Avenue	
Vice-President of Student Affairs - LCSC	Lewiston, ID 83501	
Barbara Bowen	601 Burrell Drive	
President LCSC Alumni Association	Lewiston, ID 83501	

-4-

Gene Straughan

Faculty Senate Chair Elect- LCSC

Eugene Baldeck

Scott Arnone Appointed Director

Appointed Director

Charles Brown Appointed Director

Bob DeVleming Appointed Director

Donna Doyle Appointed Director

Joe Hall

Appointed Director

Harriet Husemann Appointed Director

Jackie McIver Appointed Director

Sam Penney Appointed Director

Joe Stegner Appointed Director

A. L. Alford, Jr. Elected Director

Howard Hayes Elected Director P. O. Box 189 Colton, WA 99113

2214 Vineyard Lewiston, ID 83501

1445 G Street, Suite 101 Lewiston, ID 83501

322 Main Street Lewiston, ID 83501

P.O. Box 57

Lewiston, ID 83501

566 Crestline Circle Drive Lewiston, ID 83501

1617 21st Street Lewiston, ID 83501

523 Cedar

Lewiston, ID 83501

835 Main Street Lewiston, ID 83501

P.O. Box 305 Lapwai, ID 83540

216 Prospect

Lewiston, ID 83501

505 C Street

Lewiston, ID 83501

P.O. Box 816 Lewiston, ID 83501 Darrel Inman Elected Director

Terry Kolb

Elected Director

William Mannschreck Elected Director

Eadie Saxton Elected Director

Marilyn Stonebraker Elected Director

Charles F. Woods Elected Director

John Young Elected Director P.O. Box 856

Lewiston, ID 83501

P.O. Box 937

Lewiston, ID 83501

2956 Mayfair Ridge Lewiston, ID 83501

1035 29th Street Lewiston, ID 83501

1224 Third Street Lewiston, ID 83501

308 Main Street Lewiston, ID 83501

P.O. Box 917

Lewiston, ID 83501

ARTICLE VI Registered Agent

- 6.01 Registered Office. The street address of the initial registered office of this corporation is the office of the Vice-President for Administrative Services, Lewis-Clark State College, Eighth Avenue and Sixth Street, Lewiston, ID 83501.
- **6.02** Registered Agent. The name and initial registered agent of the corporation at such street address is Dean A. Froehlich.

ARTICLE VII. Distribution on Dissolution

Upon dissolution or winding up of the corporation, its assets remaining after payment, or provision for payment of all debts and liabilities of this corporation shall be to the Idaho State Board of Education, as the Board of Trustees of Lewis-Clark State College; provided, however, that if at such time Lewis-Clark State College or its successor in interest is not an agency of the State of Idaho or an exempt organization described in § 501(c)(3) of the Internal Revenue Code or has substantially failed or abandoned its operations or been

dissolved, then the remaining assets of the corporation shall be distributed to such other agencies of the State of Idaho or non-profit fund foundation or corporation involved in higher education which is organized and operated exclusively for charitable purposes and which has established its tax exempt status under § 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, as the Board of Directors may direct. Any such assets not distributed shall be distributed by the district court of the county in which the principal office of the corporation is then located, excluding for any purposes or to such organizations as the court shall determine to be consistent with the purposes of the corporation.

ARTICLE VIII. Bylaws

Provisions for the regulation of the internal affairs of the corporation shall be set forth in the Bylaws. The Board of Directors of the corporation shall be authorized to amend the corporation's Bylaws at a properly noticed special or regular meeting of the Board of Directors.

ARTICLE VIX. Amendment of Articles

This corporation reserves the right to amend, alter, change or repeal any provisions contained in these articles of incorporation in any manner now or hereafter prescribed or permitted by statute.

IN WITNESS WHEREOF, the duly undersigned officers have signed and attested these Articles of Amendment.

DATED this 20th day of TONUAN

LEWIS-CLARK STATE COLLEGE EDUCATIONAL ASSISTANCE AND

DEVELOPMENT FOUNDATION

BY Edith & Say

Attest:

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Arn 4 8 29 AK 194

LEWIS-CLARK STATE COLLEGE
EDUCATIONAL ASSISTANCE AND DEVELOPMENT FOUNDATION
ARTICLES OF INCORPORATION

APRIL 1984

LEWIS-CLARK STATE COLLEGE EDUCATIONAL ASSISTANCE AND DEVELOPMENT FOUNDATION ARTICLES OF INCORPORATION

Table of Contents

			Page
ARTICLE	I	Preliminary Matters	. 1
1.	01	Name	1
1.	02	Nonprofit status	1
7700	03	Duration	ī
ARTICLE	II	Purposes	1
2.	01	Charitable scope of purposes	1
2.	02	Higher education	2
2.	03	Lewis-Clark State College	2
ARTICLE	III	Powers	3
₫.	01	Statutory powers	3
	02	Activities	3
	03	Limitations	3
ARTICLE	IV	Members	3
4.	01	Management authority	3
4.	02	Apportionment of voting rights among classes	3
4.	03	Compensation	3
4.	04	Notice of organization meeting	4
ARTICLE	V	Directors	4
ARTICLE	VI	Principal Organizer	4
6	01	Name	4
	02	Address	4
ARTICLE	VII	Registered Office and Registered Agent	4
7.	01	Registered office	4
7.	02	Registered agent	4
ARTICLE	VIII	Amendment of Articles	4
ARTICLE	IX	Dissolution	4
ARTICLE	х	Incorporator	5
10.	01	Name	5
10.	01	Address	5

EDUCATIONAL ASSISTANCE AND DEVELOPMENT FOUNDATION, ${\rm D} \cap^{\rm C}$. ARTICLES OF INCORPORATION

ROBERT P. BROWN, Esquire, being over the age of twenty-one (21) years, for the purpose of forming a corporation under the provisions of the Idaho Nonprofit Corporation Act, Title 30, Chapter 3 of the Idaho Code, hereby adopts these articles of incorporation:

ARTICLE I Preliminary Matters

- 1.01 Name. The name of this corporation is LEWIS-CLARK STATE COLLEGE EDUCATIONAL ASSISTANCE AND DEVELOPMENT FOUNDATION,
- 1.02 Nonprofit status. This corporation is a nonprofit corporation.
- 1.03 <u>Duration</u>. The duration of this corporation shall be perpetual.

ARTICLE II Purposes

2.01 Charitable scope of purposes. This corporation is organized and shall be operated exclusively for charitable, scientific, literary, or educational purposes, within the meaning of $\S501(c)(3)$ of the Internal Revenue Code of 1954, as amended, or corresponding provisions of any subsequent Federal tax laws (hereinafter called Internal Revenue Code"), and Treasury Regulations issued thereunder. This corporation shall serve the public interest, and no part of its assets or the income therefrom shall inure to the benefit of any private individual, except for payment of reasonable compensation for services rendered to the corporation. No substantial part of the activities of this corporation shall directly or indirectly consist of attempting to influence legislation by propaganda or otherwise, and the corporation shall not directly or indirectly participate in, or intervene in (including the publishing or distributing of statements), any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these articles of incorporation, this corporation shall not conduct or carry on any activities not permitted to be conducted or carried on by an exempt organization described in \$501(c)(3) of the Internal Revenue Code, contributions to which are deductible under \$170(c)(2) of the Internal Revenue Code.

- 2.02 <u>Higher education</u>. In further limitation of the general charitable purposes set forth above, this corporation is organized and shall be operated for the purpose of advancing the goals of higher education. The goals of higher education shall be broadly construed to encompass the charitable, scientific, literary, artistic, educational, social and athletic objectives normally associated with nonsectarian institutions of higher education.
- 2.03 Lewis-Clark State College. The purposes of this corporation shall be accomplished primarily by encouraging, promoting, supporting, performing and carrying out the functions, programs, operations and purposes of Lewis-Clark State College, an institution of higher education and an agency of the State of Idaho with its principal campus located in Lewiston, Idaho, so long as it is an institution of higher education and an agency of the State of Idaho or an organization described in §501(c)(3) of the Internal Revenue Code, contributions to which are deductible under §170(c)(2) of the Internal Revenue Code. By way of illustration and not limitation, it shall be within the purposes of this corporation to:
 - al. <u>Funds</u>. Coordinate fund raising activities on behalf of Lewis-Clark State College and receive, hold, invest and administer donations of every kind on its behalf.
 - b. Programs. Promote, support, develop, perform, carry out and extend the educational undertakings of Lewis-Clark State College, and in furtherance thereof, to support and conduct any and all charitable, scientific, literary, artistic, educational, social and athletic activities relating thereto.
 - c. <u>Facilities</u>. Support, conduct and operate such activities as may be designed or intended to facilitate or enhance the educational, cultural, living and operational conditions at Lewis-Clark State College; to provide support for, maintain, enlarge, and extend the curricula, services, faculty, staff, and real or personal properties of Lewis-Clark State College.
 - d. <u>Financial assistance</u>. To provide financial or other assistance to the students, faculty and staff of Lewis-Clark State College in their efforts to acquire new knowledge and to extend the educational endeavors of Lewis-Clark State College.
 - e. <u>Cooperation</u>. Promote cooperation, coordination with, and assistance to other charities in the area of Lewiston, Idaho, particularly schools and hospitals.

ARTICLE III Powers

- 3.01 Statutory powers. This corporation shall have all rights and powers now given to nonprofit corporations generally under the laws of the State of Idaho, including those powers now set forth in §30-307 of the Idaho Code, and all further and broader rights and powers which may in the future be given to nonprofit corporations generally under any subsequent laws of this state. No subsequent repeal or amendment of any such laws shall diminish or restrict this corporation's rights and powers.
- 3.02 <u>Activities</u>. In addition to raising funds and making grants, the corporation may, itself, actively conduct programs designed to accomplish the purposes set forth in Article II, above. Such activities may be engaged in for or on behalf of Lewis-Clark State College in order to assist it in performing its functions or carrying out its purposes.
- 3.03 <u>Limitations</u>. No power or authority shall be exercised by this corporation in any manner or for any purpose which is not permitted for an exempt organization described in §501(c)(3) of the Internal Revenue Code, contributions to which are deductible under §170(c)(2) of the Internal Revenue Code.

ARTICLE IV Members

- 4.01 Management authority. The management of the affairs of this corporation shall be vested in its members pursuant to Section 30-314(c) of the Idaho Code.
- 4.02 Apportionment of voting rights among classes. All voting rights shall be exercised by a single class of membership designated "trustee members", with each trustee member entitled to one (1) vote on each matter submitted to a vote at a meeting of such members. The bylaws of the corporation may provide for the designation of any one or more classes of nonvoting members. Except as set forth in these Articles of Incorporation, the designation, number, qualifications, terms of office, manner of selection, time and place of meetings, rights, powers, and duties of the members of each class shall be prescribed in the bylaws of the corporation.
- 4.03 <u>Compensation</u>. No member of the corporation shall receive any compensation for his or her services as a member of the corporation, but the corporation may pay reasonable compensation to any person, including a member of the corporation, for other services actually rendered to the corporation.

4.04 Notice of organization meeting. Actual personal notice of the organization meeting of the members of the corporation shall be sufficient notice pursuant to Section 30-324(b) of the Idaho Code.

ARTICLE V Directors

There shall be no directors of the corporation, the management of the affairs of the corporation being vested in the trustee members pursuant to Section 30-314 of the Idaho Code.

ARTICLE VI Principal Organizer

- 6.01 Name. The name of the principal organizer of this corporation is LEE A. VICKERS, who is over the age of twenty-one (21) years.
- 6.02 Address. The street address of the principal organizer is Office of the President, 8th Avenue and 6th Street, Lewiston, Idaho 83501.

ARTICLE VII Registered Office and Registered Agent

- 7.01 Registered office. The street address of the initial registered office of this corporation is Office of the President, Lewis-Clark State College, 8th Avenue and 6th Street, Lewiston, Idaho 83501.
- 7.02 <u>Registered agent</u>. The name of the initial registered agent at such street address is LEE A. VICKERS.

ARTICLE VIII Amendment of Articles

This corporation reserves the right to amend, alter, change or repeal any provisions contained in these articles of incorporation in any manner now or hereafter prescribed or permitted by statute.

ARTICLE IX Dissolution

In the event of termination, dissolution or liquidation of this corporation, the net assets remaining after payment of all debts and obligations of the corporation shall be transferred and conveyed exclusively to Lewis-Clark State College or its successors-in-interest; provided, however, that if at such time Lewis-Clark State College or its successor-in-interest is not an agency of the State of Idaho or an exempt organization described in $\S501(c)(3)$ of the Internal Revenue Code, or has substantially failed or abandoned its operations or been dissolved, then the

-4-

remaining assets of this corporation shall be distributed to such other agencies of the State of Idaho and exempt organizations described in §501(c)(3) of the Internal Revenue Code involved in higher education as the board of directors may direct.

ARTICLE X Incorporator

- 10.01 Name. The name of the incorporator of this corporation is ROBERT P. BROWN, Esquire, who is over the age of twenty-one (21) years.
- 10.02 Address. The street address of the incorporator is 13th and Idaho Streets, Lewiston, Idaho 83501.

IN WITNESS WHEREOF, the incorporator has signed these Articles of Incorporation in duplicate this 2nd day of April, 1984.

ROBERT P. BROWN, Incorporator

STATE OF I D A H O) : ss.

County of NEZ PERCE)

On this 2nd day of April, 1984, before me the undersigned, a notary public in and for the State of Idaho, personally appeared ROBERT P. BROWN, known to me to be the person whose name is subscribed to the within and foregoing instrument and acknowledged to me that he executed the same.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal the day and year first above written.

(SEAL)

Notary Public in and for the State of Idaho, Residing at Lewiston, therein.

-5-

EXHIBIT "E"

Bylaws

$\frac{\text{AMENDED AND RESTATED BYLAWS}}{\text{OF}} \\ \text{LEWIS-CLARK STATE COLLEGE FOUNDATION, INC.}$

ARTICLE I. In General

- 1.01 Nature of Bylaws. The following paragraphs contain provisions for the regulation and management of LEWIS-CLARK STATE COLLEGE FOUNDATION, INC., a nonprofit corporation organized and operating under the laws of the State of Idaho.
- <u>1.02</u> Conflicts. In the event that there is a conflict between a provision of these Bylaws and a mandatory provision of the laws of the State of Idaho, or the Articles of Incorporation of the corporation, then the mandatory provision of the laws of the State of Idaho, or the Articles of Incorporation shall control.

ARTICLE II. Principal Office

2.01 Principal Office. The principal office of the corporation in the State of Idaho shall be located at Lewis-Clark State College, 500 8th Avenue Lewiston, ID 83501. The corporation may have such other offices, either within or without the State of Idaho, as the Directors may designate from time to time.

ARTICLE III. Non-Director Members

- 3.01 Foundation Members. In addition to the Directors as defined in Article IV below, the corporation may recognize a class of benefactors and supporters designated as "Foundation Members", which class may be further subdivided into any number of subclasses as may be determined by the Directors.
- 3.02 No Management Authority or Voting Rights. Foundation Members, as described in 3.01 above, shall have no authority to manage the affairs of the corporation, and shall not be entitled to vote on any matter relating to the corporation. Foundation Members shall have the right to attend and participate in meetings of the Directors.
- <u>3.03</u> Rights and Privileges. Except as may be otherwise provided in these Bylaws or the Articles of Incorporation, Foundation Members shall have such recognition, rights, privileges as may be determined by the Board of Directors. Foundation Members are invited to attend meetings of the Board of Directors.
- 3.04 Selection. Individuals or organizations who are interested in the objectives and purposes of the corporation may be admitted as Foundation Members by majority vote of the Directors upon meeting such qualifications as may be determined by the Directors.
- 3.05 Designated Members. The following individuals shall serve as Designated Members by virtue of their offices, to serve for the term of their respective offices. Designated Members do not have voting rights.
- a. The President of Lewis-Clark State College.
- b. The Provost and Vice President for Academic Affairs of Lewis-Clark State College.
- c. The Vice President for Finance and Administration of Lewis-Clark State College.

- d. The Foundation Treasurer as appointed by Lewis-Clark State College with the consent of the Foundation.
- e. The Faculty Senate Chair Elect of the Lewis-Clark State College Faculty Association.
- f. The Lewis-Clark State College Alumni Association Board Representative.
- g. The Vice President of Student Affairs of Lewis-Clark State College.
- <u>3.06</u> <u>Membership Roster and Certificates.</u> The corporation shall maintain a roster of Foundation Members, and may issue certificates, cards, or other evidence of association.
- **3.07 Personal Status of Association.** Association as a Foundation Member shall be personal to the associate admitted, and shall not survive the death of any individual associate nor be transferred by any means whatsoever.
- **3.08 Resignation.** A Foundation Member may resign at any time by written notice to the corporation.
- 3.09 Removal. Association as a Foundation Member may be reviewed for any action which is detrimental to the best interests of the corporation, or for failure to actively support corporate purposes, or to actively participate in corporate activities. Removal shall require the affirmative vote of a majority of the Directors.

ARTICLE IV. Directors

- 4.01 General Powers. All corporate powers shall be exercised by or under the authority of the Board of Directors. The business and affairs of the corporation shall also be managed under the direction of the Board of Directors, except as otherwise provided in the Idaho Non-Profit Corporation Act or the Articles of Incorporation.
- 4.02 Presumption of Assent. A Director of the corporation who is present at a meeting of its Board of Directors at which any action on any corporate matter is taken shall be presumed to have assented to the action unless such Director's dissent shall be entered in the minutes of the meeting or unless such Director shall file such Director's written dissent to such action with the secretary of the meeting before the adjournment thereof or shall forward such dissent by certified or registered mail to the secretary of the corporation within three days after the adjournment of the meeting. Such right of dissent shall not apply to a Director who voted in favor of such action.
- **4.03 Qualification.** Directors need not be officers of the corporation nor residents of the State of Idaho.
- 4.04 Elected Directors. The corporation shall have such Directors as may be elected by majority vote of the Directors, as then constituted, at the annual meeting of Directors. The number of such elected Directors serving at any time shall, in no event, exceed thirty (30). Each Director, including the Director whose terms are expiring, shall have the right to vote for as many persons as there are Directors to be elected, but no Director shall be entitled to cumulate his or her votes.
- 4.05 Terms of Elected Directors. The terms of the Elected Directors pursuant to Article 4.04 shall serve for a period of three (3) years until the annual meeting in the year in which their respective terms expire and until their successors are duly appointed or elected and qualified.
- **4.06 Resignation.** Any Director may resign at any time giving written notice to the corporation. Any such resignation shall take effect at the time specified therein, or if the time be not specified, upon its acceptance by the corporation.
- 4.07 Removal. An elected or appointed Director may be removed from office prior to expiration of the term of office by the vote of at least two-thirds (2/3) of the Directors other than the Director voted upon, at any regular or special meeting of Directors. Unexcused absences from two (2) consecutive meetings of the Directors shall be cause for consideration of removal of a Director. The Designated Director is not subject to removal.

- 4.08 Vacancies. A vacancy among the Directors shall be deemed to exist upon death, resignation or removal of a Director. The vacancy of a Director shall be filled by his or her successor in office at the time the office is assumed. The vacancy of a Designated Director shall be filled by appointment of the Executive Committee. A Director appointed or elected to fill a vacancy shall serve the unexpired term of his predecessor in office.
- **4.09 Place of Meetings.** All meetings of the Directors shall be held at the principal office of the corporation or at such other place, either within or without the State of Idaho, as the Directors may, from time to time, direct.
- **4.10 Organization of Meeting.** The president of the corporation shall act as chairman of meetings of Directors. In the absence of the president, the next Officer shall act as chairman: vice president, then secretary, respectively.
- 4.11 Annual Meetings. The annual meetings of the Directors shall be held in the spring each year. In the event that such annual meeting is omitted by oversight or otherwise, it may be held at a subsequent special meeting called in accordance with the provisions of these Bylaws and the laws of the State of Idaho, and any business transacted or elections held at such meetings shall be valid as if transacted or held at the annual meeting.
- **4.12 Special Meetings.** A special meeting of the Directors may be called at any time by the president, and shall be called by the president upon the written request of a majority of the Directors.
- 4.13 Notice of Meetings. Written notice of each meeting of Directors stating the place, day or hour of the meeting and, in the case of a special meeting, the purpose or purposes for which the meeting is called, shall be delivered not less than two (2) days before the date of the meeting. Exceptions may occur with extenuating circumstances. If mailed, such notice shall be deemed to be delivered three (3) days after they are deposited in the United States Mail addressed to the Director at his or her address as it appears on the records of the corporation, with postage paid thereon.

Attendance of a Director at a meeting shall constitute a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business on the grounds that the meeting is not lawfully called or convened. The Directors may waive notice of any meeting, and written waiver of notice executed either before or after the meeting shall be sufficient.

Any adjournment or adjournments of an annual or special meeting to another time and place may be held without new notice being given.

4.14 Quorum. A simple majority (defined as 51% or more) of the voting Directors shall constitute a quorum for the transaction of business. The act of a majority (defined as 51% or more) of the Directors present at a meeting at which a quorum is present shall be the act of the Directors.

Foundation Members and Designated Members shall not be considered to constitute a quorum and do not have voting rights.

If, at any meeting of the Directors, there shall be less than a quorum present, those present may adjourn the meeting without notice other than by announcement at the meeting. If, subsequently additional directors arrive and a quorum is present, such meeting can be re-convened and any business may be transacted which might have been transacted at the meeting as originally notified.

4.15 Action Without a Meeting. Any action required to be taken at a meeting of the Board of Directors, or any action that may be taken at a meeting of the Directors or of a committee, may be taken without a meeting if a consent in writing, setting forth the actions so taken, shall be signed by a simple majority of the Directors, or by a simple majority of the members of the committee, as the case may be. Such consent shall have the same effect as a unanimous vote.

- 4.16 Powers and Duties. The Directors shall establish policies and have the general management, control and direction of all the business and affairs of the corporation and of all its undertakings to the fullest extent permitted by law. In addition to all powers granted by law, Directors shall have power and authority:
- a. To call meetings of the Directors whenever deemed proper or necessary.
- b. To elect officers of the corporation, to appoint such employees or agents as they deem necessary or proper, to confer upon any officer the power to appoint, remove and suspend officers, employees and agents, and to similarly remove any officer, employee or agent with or without cause.
- c. To determine the policies of the corporation and to make such rules and regulations as may be deemed necessary or proper for the government and guidance of the officers, employees and Directors of the corporation, not inconsistent with the laws of the State of Idaho, the Articles of Incorporation, these Bylaws or the Operating Agreement.
- d. To oversee the security and safekeeping of endowment funds to insure that the same are invested in accordance with the Uniform Prudent Management of Institutional Funds Act as adopted by the State of Idaho and in a manner consistent with the objectives of the corporation. These duties include cooperation with any investment committee or external investment advisors that may be designated by the Directors.
- e. To purchase or otherwise acquire, and to sell, convey, and otherwise dispose of assets on behalf of the corporation at such prices and upon which terms as the Directors may deem appropriate.
- f. To approve payment for such property, rights or privileges, in whole or in part, with money or other securities of the corporation, or by delivery of other property of the corporation.
- g. To approve an action to borrow money and incur indebtedness; to create, make and issue mortgages, deeds of trust, trust and annuity agreements and negotiable or transferable instruments and securities; to do every other act necessary to effectuate the same.
- h. To hold, operate, leave, invest, reinvest and otherwise manage real and personal property of every kind and description.
- i. To fix the compensation, fringe benefits and emoluments of officers and other employees in accordance with noted Article VI.
- j. To select one or more financial institutions to act as depositor of the funds of the corporation and to determine the manner of receiving, depositing and disbursing the funds of the corporation.
- k. To determine by whom and in what manner the corporation bills, notes, receipts, acceptances, endorsements, checks, releases, contracts or other documents shall be signed, and to confer and delegate such power.
- <u>l.</u> To do everything necessary or proper for the carrying out of the objects and purposes of the corporation as set <u>forth in the Articles of Incorporation.</u>

Notwithstanding the general delegation of authority granted, the Directors shall support and assist the College in fundraising and donor relations. In carrying out its purposes the Foundation Directors shall not engage in activities that conflict with federal or state laws, rules and regulations (including but not limited to all applicable provisions of the Internal Revenue Code and corresponding Federal Treasury Regulations), applicable policies of the Idaho State Board of Education or the role and mission of the College.

4.17 Executive Committee. There shall be an executive Committee which shall have and may exercise all of the authority of the Directors other than in reference to amendment of the Articles of Incorporation, adoption of a plan of merger or consolidation of the corporation, the sale, lease, exchange or other disposition of all or substantially all the assets of the corporation otherwise than in the usual and regular course of its activities, a voluntary dissolution of the corporation or a revocation thereof, or amendment of the Bylaws of the corporation. The members of this committee shall be: The officers of the Board, the Immediate Past President, all chairs of approved committees or task forces and other members as designated.

All action of the executive committee shall be reported to the Directors at its next meeting succeeding such action, and shall be subject to revision or alteration by the Directors, provided that no rights or acts of third parties shall be affected by any such revision or alteration.

A quorum at any meeting of the executive committee shall consist of a simple majority of the Executive Committee Members.

- 4.18 Scholarship Committee. The Directors may designate two or more members as a scholarship committee. These committees, to the extent provided in the resolution below, shall have and exercise the authority of the Directors in the management of the corporation.
- To promote the Foundation Scholars Program:
- a. Establish and maintain scholarship criteria and policies including approval/disapproval of any exceptions to policy
- b. Select scholarship recipients on an annual basis
- c. Provide to the Finance & Investment Committee any information that could impact the amount of the annual scholarship award and/or the number of new scholarships to be given
- d. Provide support, encouragement and develop rapport with individual Foundation Scholars through
 attendance at social functions such as the orientation at the beginning of the academic year, a winter
 holiday party, a reception at the LCSC President's home, and/or through a graduation recognition event
- e. Maintain long-term contact with Foundation Scholars, at the minimum annually, in recognition that these scholars are the future ambassadors for the Foundation

To meet as often as required to review other scholarship applications as requested and select recipients in accordance with established individual scholarship criteria

To participate in the annual Scholarship Luncheon to honor LCSC Foundation and Alumni Association scholarship recipients and donors.

- **4.19 Finance & Investment Committee.** The Directors may designate two more members as the Finance & Investment Committee. These committees, to the extent provided in the resolution below, shall have and exercise the authority of the Directors in the management of the corporation.
- Finance & Investment Committee of the Foundation shall have the following responsibilities:
- Oversight of endowment investments. Allocate investments among assets classes according to the investment policy statement. Review the performance of investment portfolio and advisor at least annually.
- b. Approve annual distribution of endowments according to the foundation spending policy. For underwater endowments determine if distribution will be paid. If underwater endowment distributions are made, determine the source of funding, including General Unrestricted Funds, Bryden Canyon Quasi-Endowment or other funding sources.
- Select the number of Foundation scholar scholarships awarded to freshman each year. For scholarships awarded in excess of funds available in the Foundation Scholars Program, determine if distribution will be paid from General Unrestricted Funds, Bryden Canyon Quasi-Endowment or other funding sources.
- d. Review financial reports and examine fund balances. Develop the annual operating budget two months before the start of each fiscal year.
- e. Approve charitable gift annuities established with gifts of more than \$100,000 per beneficiary. For annuities established with gifts of more than \$200,000 per beneficiary, submit recommendation for full board approval.
- f. Approve acceptance of gifts of assets other than cash. For noncash gifts in excess of \$200,000, submit recommendation for full board approval. Acceptance of marketable securities does not require approval by the committee. Marketable securities will be liquidated immediately upon receipt.
- 4.20 Other Committees or Task Forces. The Directors may designate and appoint one or more standing committees or task forces, each of which shall consist of two (2) or more Directors. These committees, to the extent provided in such resolution, shall have and exercise the authority of the Directors in the management of the corporation.

ARTICLE V. Officers

- **5.01 Qualification.** An Officer must be a Director of the corporation with the exception of the Treasurer, who may be a Designated Member as described in Section 3.05.
- **5.02 Offices.** The offices of the corporation shall consist of president, vice president, secretary, and treasurer and such other offices as the Directors may choose to appoint.
- 5.03 Election. The officers of the corporation, with the exception of the Treasurer, shall be elected by the Directors at the organizational meeting of Directors and at such annual meeting of Directors thereafter. Officers shall be elected or appointed for a term extending for two years until the next annual meeting of the Directors and shall serve until their successors shall have been duly elected and qualified.
- 5.04 Duties of President. The president shall be the chief executive officer of the corporation and shall attend and preside at all meetings of the Directors and any executive committee of the Directors. The president shall have responsibility for the planning and implementation of the corporation's activities and the appointment of employees of the corporation, subject to the advisement and approval of the Directors. The president or vice-president, unless some other person is specifically authorized by vote of the Directors, shall sign all bonds, deeds, mortgages, contracts and other documents of the corporation. The president shall perform all the duties commonly incident to such office and shall perform such other duties as the Directors shall designate.
- 5.05 Duties of a Vice President. The vice president shall perform the duties and have the powers of the president during his or her absence or disability. A vice president shall perform such other duties and have such others powers as the Directors may designate.
- 5.06 Duties of the Secretary. The secretary shall ensure accurate minutes of all meetings of the foundation members and the Directors are maintained. The secretary shall attend to the giving and serving of all notices of the corporation, shall have custody of all the original records, papers, files and books of the corporation (except books of accounts and valuable papers properly in the custody of the treasurer); shall attest all instruments in writing executed in the name of the corporation and requiring his or her signature; and shall, in general, perform all the duties incident to the office of secretary and such other duties as the Directors shall designate. In the absence of the secretary, an assistant secretary or a secretary pro tempore shall perform such duties.
- 5.07 Duties of Treasurer. The treasurer, subject to the order of the Directors, shall have the care and custody of the funds and valuable papers of the corporation in such bank or banks as the Directors shall designate. The treasurer shall have and exercise, under the supervision of the Directors, all the powers and duties commonly incident to such office and give bond in such form and with such sureties as may be required by the Directors. The treasurer shall keep accurate books of account of the corporation's transactions, which shall be the property of the corporation, and, together with all its property in his or her possession, shall be subject at all times to the inspection and control of the Directors.
- 5.08 Duties of Executive Director. The executive director shall be given the necessary authority and responsibility to operate the affairs of the corporation and all its activities subject to such policies as may be adopted and such orders as may be issued by the Directors or by any committee or task force to whom they have delegated power for such action. He or she shall act as the duly authorized representative of the Directors in all matters in which the Directors have not formally designated some other person to act.

The authorities and duties of the executive director shall include the responsibility for:

- a. Carrying out all policies established by the Directors.
- Developing and submitting to the Directors for approval of plans and strategies for the corporation's affairs, including public relations, soliciting donations, and other matters intended to carry out the objectives of the corporation.

- Preparing an annual budget showing the expected receipts and expenditures as required by the Directors.
- Selecting and managing staff and developing and maintaining personnel policies and practices.
- e. Presenting to the Directors, or their authorized committee, periodic reports reflecting the operating and financial activities of the corporation and the preparation and submission of such special reports as may be required by the Directors.
- f. Attending all meetings of the Directors and committees.
- g. Performing such other duties as may be necessary and in the best interest of the corporation.
- **5.09** Other Officers. The duties of the additional officers, other than as defined in the Bylaws of the corporation, shall be prescribed and defined by the Directors.
- 5.10 Authority to Sign Checks. All checks, drafts or other orders for payment of money, note or other evidence of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents of the Corporation as provided in these Bylaws or in such manner as shall be determined by the Board of Directors.
- **5.11** Resignation. Any officer may resign at any time by giving written notice to the corporation, to the Directors, to the president, or to the secretary of the corporation. Any such resignation shall take effect at the time specified therein, or if the time be not specified, upon its acceptance.
- **5.12 Removal.** Any officer or agent may be removed at any time by action of the Directors.
- **5.13 Vacancies.** Any vacancy among the officers of the corporation shall be selected by the executive committee subject to the authority of the Directors to approve, disapprove or fill the vacancy themselves.

ARTICLE VI. Compensation and Indemnification

- **6.01 Compensation of Directors.** Directors shall not be compensated.
- **6.02 Compensation of Officers.** The president, vice president, secretary and treasurer shall receive no compensation.
- **6.03 Repayment.** Any payments made to an employee of the corporation for compensation, salary, bonus, interest, rent or expense incurred by him or her, which shall be determined to be unreasonable in whole or in part by the Internal Revenue Service pursuant to Section 4941(d) (2) (E) of the Internal Revenue Code shall be reimbursed by such employee to the corporation to the full extent of such determination of unreasonableness. It shall be the duty of the Directors to enforce repayment of each such amount. In lieu of repayment by the employee, subject to the determination of the Directors, amounts may be withheld from the employee's future compensation or expense reimbursement payments until the amount owed to the corporation shall have been recovered.
- 6.04 Indemnification. Any person who serves on behalf of the Foundation as a director, employee, chairperson or member of any committee, or as a director, trustee or officer of another corporation, shall be deemed to be the Foundation's agent for purposes of this Article and shall be indemnified by the Foundation against expenses (including attorney's fees), judgments, fines, excise taxes and amounts paid in settlement actually an reasonably incurred by such person who was or is a party or threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or a derivative action, by reason of such service, provided such person acted in good faith and in a manner that he or she reasonably believe to be in the best interest of the foundation and, with respect to any criminal action proceeding, had no reasonable cause to believe his or her conduct was unlawful.

ARTICLE VII.
Gifts to Corporation

- 7.01 In General. Donors may make gifts to the corporation by naming or otherwise identifying the corporation. Gifts shall vest in the corporation upon receipt and acceptance by it, whether signified by a Director, officer, employee or agent of the corporation.
- **7.02** Acceptance of Governing Documents. Each donor, by making a gift to the corporation, accepts and agrees to all of the provisions of the Articles of Incorporation and these Bylaws.

ARTICLE VIII. Miscellaneous

- **8.01 Books and Records.** The corporation shall keep accurate and complete books and records of account and shall keep minutes of the proceedings of its Directors and committees having any authority of the Directors. All books and records of the corporation may be inspected by any Director for any proper purpose at any reasonable time.
- **8.02 Parliamentary Procedure.** Parliamentary Procedure shall be the code that governs the procedures of the Foundation Board of Directors' meetings.
- **8.03 Corporate Seal.** There shall be no seal of the corporation, and all contracts and other papers of the corporation shall be authenticated without any corporate seal.
- 8.04 Waiver of Notice. Whenever any notice whatsoever is required to be given by these Bylaws, or the Articles of Incorporation, or any of the nonprofit corporation laws of the State of Idaho, a waiver thereof in writing, signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be equivalent to the giving of such notice for all purposes.
- 8.05 Contracts and Conveyances. All contracts, deeds, conveyances, negotiable instruments and other instruments of like character which have first been approved by the Directors shall be signed by the president or vice president and the secretary or an assistant secretary, or otherwise as directed by the Directors. No contract of any officer of the corporation shall be valid without previous authorization or subsequent ratification of the Directors.
- **8.06 Fiscal Year.** The Foundation shall operate on a fiscal year beginning July 1st and ending June 30th.
- 8.07 Dissolution. The corporation exists for the sole purpose of providing support to Lewis-Clark State College (the "College"). Given the significant administrative contribution provided to the corporation by the College, in the event that the corporation ceases to provide such support, the corporation may be dissolved and all assets and records will be distributed exclusively to the College or its successor in interest pursuant to the Articles of Incorporation.
- **8.08** Amendment. These bylaws may be altered, amended or repealed at any regular or special meeting of the Directors, provided a quorum is present and provided further that notice of the substance of the proposed amendment shall be submitted to each Director within the same time and in the same manner prescribed for notice of the meeting.

CERTIFICATION

We, the undersigned President, Vice President and Secretary of the Lewis-Clark State College Foundation, Inc. an Idaho Corporation, do hereby certify that the foregoing Bylaws supersede all prior Bylaws, amended or restated, were duly adopted as the restated Bylaws of said corporation at a duly constituted meeting of the members of the corporation at which a quorum was present, in person or by proxy, said meeting, held March 17, 2015, and that the same do now constitute the Bylaws of said corporation.

EXHIBIT "F"

Conflict of Interest Policy

Lewis-Clark State College Foundation Policy on Conflict of Interest CONFLICTS OF INTEREST POLICY

No board member shall use his or her position, or the knowledge gained therefrom, in such a manner that conflict between the interest of the organization or any of its affiliates and his or her personal interests arises.

Each board member has a duty to place the interest of the organization foremost in any dealings with the organization and has a continuing responsibility to comply with the requirements of this policy.

Board or committee members may not obtain for themselves, their relatives, or their friends a material interest of any kind from their association with the organization.

It is, nevertheless, recognized that transactions between Lewis-Clark State College Foundation ("Foundation") and a business or other organization with whom a board member is affiliated may be beneficial to the Foundation and that the Foundation should not be precluded from entering into that beneficial transaction so long as the board member does not participate in or otherwise influence the Foundation's decision regarding the transaction.

It shall be the policy of the Foundation to require that all new Board members, prior to assuming their positions, and all present Board members, as soon as practicable after the adoption of this policy, submit in writing to the President a list of all businesses or other organizations (other than the Foundation) of which he or she is an officer, member, owner (either as a sole practitioner or partner), shareholder with a five percent (5%) or greater interest in all outstanding voting shares, employee or agent, with which the Foundation has, or may reasonably in the future have, a relationship or transaction in which the Board member or officer would have conflicting interests. Each written statement shall be resubmitted each year with any necessary changes.

The President shall become familiar with the statements of all Board members and officers in order to guide their conduct should a conflict arise. The Vice-President shall be familiar with the statement filed by the President.

At such time as any matter comes before the Board in such a way as to give rise to conflict of interest, the affected Board member or officer shall make known the potential conflict, whether disclosed by written statement or not. After answering any questions that might be asked, the affected Board member shall withdraw from the meeting until the matter has been voted upon. In the event that the affected Board member or officer fails to withdraw voluntarily, the President is empowered to require withdrawal from the room during both discussion and vote on the matter. In the event the conflict of interest affects the President, the Vice-President is empowered to require that the President withdraw in the same manner, and for the duration of discussion and action on the matter the Vice-President shall preside.

If the matter about which a conflict has arisen is the item of business for which a special meeting of the Board was called, the affected member may be counted to establish a quorum, but shall not participate in the discussion or vote on it.

ADOPTED, this 15th day of December, 1998.

EXHIBIT "G"

Directors and Officers of the LC State Foundation represent Lewis-Clark State College and its Foundation, and have a responsibility to conduct themselves in such a manner as to give a positive impression of Lewis-Clark State College to the public, students, and alumni. Directors and Officers of the LC State Foundation pledge to accept the following ethical guidelines:

- 1. Accountability: Faithfully abide by the Articles of Incorporation, Bylaws and policies of the LC state Foundation, and exercise reasonable care, faith and due diligence in organizational affairs.
- 2. Professional Excellence: Maintain a professional level of courtesy, respect and objectivity in all Foundation activities.
- 3. Professional Gain: Exercise the powers invested for the good of all members of the organization rather than his/her personal benefit. Transactions involving the Foundation and the personal or business affairs of a trustee, director, officer, or staff member should be approved in advance by the Foundation's governing board. In addition, directors, officers, and staff members of a foundation disqualify themselves from making, participating, or influencing a decision in which they have or would have a financial interest.
- 4. Confidential Information: Respect the confidentiality of sensitive information known due to service.
- 5. Collaboration and Cooperation: Respect the diversity of opinions as expressed or acted upon by the Foundation board, committees and membership, and promote collaboration, cooperation and partnership among Foundation Members.
- 6. Gifts: No director, trustee, officer, or staff member of a foundation shall accept from any source any material gift or gratuity in excess of fifty dollars (\$50.00) that is offered, or reasonably appears to be offered, because of the position held with the foundation; nor should an offer of a prohibited gift or gratuity be extended by such an individual on a similar basis.

EXHIBIT "H"

Gift Acceptance Policy

<u>Lewis-Clark State College Foundation</u>
<u>Gift Acceptance Policy</u>
(Article VII of the Bylaws)

Gifts to Corporation:

In General

<u>Donors may make gifts to the corporation by naming or otherwise identifying the corporation.</u> Gifts shall vest in the corporation upon receipt and acceptance by it, whether signified by a Director, officer, employee or agent of the corporation.

Acceptance of Governing Documents

Each donor, by making a gift to the corporation, accepts and agrees to all the provisions of the Articles of Incorporation and (the) Bylaws.

Split Interest Gifts

The corporation shall have the power and authority to arrange and administer deferred and other split-interest gifts, including, but not limited to, charitable lead and remainder unitrusts and annuity trusts, and charitable gift annuities, but only as permitted by the laws of the State of Idaho. If a gift is made to the corporation or a third party (in trust or otherwise) to make income or other payments for a period of a life or lives or other periods to any individuals or for noncharitable purposes, followed by payments to the corporation, or to make income or other payments to the corporation, followed by payments to any individuals or for noncharitable purposes, only the payments to the corporation shall be regarded as subject to the corporation's Articles of Incorporation and (the) Bylaws and then only when the corporation becomes entitled to their use. The Directors may take such actions as it, from time to time, deems necessary to protect the corporation's rights to receive such payments.

Restricted Gifts, Acceptance

Any donor may, with respect to a gift made by such donor to the corporation, provide at the time of the gifts restrictions or conditions which are not inconsistent with the charitable purposes of the corporation, as to (i) the manner of distribution, including amounts, times and conditions of payment and whether from principal or income, and (ii) the name, as a memorial or otherwise, for a fund given, or addition to a fund previously held, or anonymity for the gift. Restrictions involving the naming of a fund as a memorial or otherwise may be satisfied by keeping such name appropriate accounts reflecting the interest of such funds in a common investment. Nothing in the foregoing shall obligate the corporation to accept any gift or to perform any act, which, in the opinion of the Directors, will not be in the best interests of the corporation or which may jeopardize or cause it to lose its status as an exempt organization described in Section 501 (c) (3) of the Internal Revenue Code.

EXHIBIT "I"

Policy for Accounting for Gift Revenue

<u>Lewis-Clark State College Foundation</u> <u>Policy for Accounting of Gift Revenue</u>

- 1. Fiduciary Responsibility. Each gift, regardless of value, form, or designated use, shall be accounted for at the time of receipt until used as directed by the donors in support of the mission of the Foundation and/or the College. During such time as funds are retained, they shall be invested in accordance with procedures of the Finance and Investment Committee. The development office shall be responsible for any reports to donors on the use of their funds, to be accomplished in concert with operating managers and the accounting department.
- 2. Allocation to Restricted Funds. Gifts received for restricted purposes (either temporarily restricted or permanently restricted) shall be separately accounted for in order to maintain stewardship of these funds as donors direct. The segregation of these funds is to be performed by the accounting department, who shall report to donors on their disposition and use through the development office.
- 3. Expenditure Controls. The uses of gift revenue, especially restricted gifts shall be fully accounted for, beginning with their deposit to temporarily restricted fund accounts, stewardship, disposition reports, and with expenditures only as directed by the donor in keeping with the mission of the College and/or the Foundation.
- 4. **Allocation to Endowment.** Funds restricted to endowment or so restricted by the Foundation Board shall be invested and accounted for in accord with policies of the Finance and Investment Committee.
- 5. Investment of Funds. All gifts received shall be invested until used in accord with donor wishes, using short-term or long-term investment plans as defined by the Finance and Investment Committee. Funds restricted to endowment or so restricted by the Foundation Board shall be invested and accounted for as directed by the Finance and Investment Committee. Investment earnings shall be used only for the purposes board, with amounts as resolved by the Finance and Investment Committee.
- 6. Accounting Reports. Regular accounting reports will summarize the disposition of all money, illustrating their present disposition by source, purpose or use, and fundraising program, which shall be prepared for each Foundation Board meeting and distributed to the Board members.

EXHIBIT "J"

Foundation Insurance

PI-NPD-1 (01-02)



A Member of the Tokio Marine Group

One Bala Plaza, Suite 100 Bala Cynwyd, Pennsylvania 19004 610.617.7900 Fax 610.617.7940 PHLY.com

FLEXIPLUS FIVE

NOT-FOR-PROFIT ORGANIZATION DIRECTORS & OFFICERS LIABILITY INSURANCE EMPLOYMENT PRACTICES LIABILITY INSURANCE FIDUCIARY LIABILITY INSURANCE WORKPLACE VIOLENCE INSURANCE INTERNET LIABILITY INSURANCE

Philadelphia Indemnity Insurance Company

Policy Number: PHSD1562701

DECLARATIONS

NOTICE: EXCEPT TO SUCH EXTENT AS MAY OTHERWISE BE PROVIDED HEREIN, THIS POLICY IS WRITTEN ON A CLAIMS MADE BASIS AND COVERS ONLY THOSE CLAIMS FIRST MADE DURING THE POLICY PERIOD AND REPORTED IN WRITING TO THE INSURER PURSUANT TO THE TERMS HEREIN. THE AMOUNTS INCURRED FOR DEFENSE COST SHALL BE APPLIED AGAINST THE RETENTION.

Item	1.	Parent Organization and Address:		
		LEWIS-CLARK STATE COLLEGE		
		FOUNDATION		
		500 8th Ave		
		Lewiston, ID 83501-2691		

Internet Address: www. icsc.edu

Item	2.	Policy	y Period: From: 09/11/2020 To: 09/11/2 (12:01 A.M. local time at the address			
Item	3.	Limits	of Liability:			
		(A)	Part 1, D&0	O Liability:	\$ 1,000,000	each Policy Period.
		(B)	Part 2, Emp	ployment Practices:	\$	each Policy Period.
		(C)	Part 3, Fidu	ciary Liability:	\$	each Policy Period.

D) Part 4, Workplace Violence: \$ each Policy Period.

E) Part 5, Internet Liability: \$ each Policy Period.

Aggregate, All Parts: \$ 1,000,000 each Policy Period.

Page 1 of 2

NBP1557971 Renewal of Number *** RENEWAL CERTIFICATE ***

Direct Bill Policy

POLICY DECLARATIONS

United States Liability Insurance Company

No. NBP1557971A

1190 Devon Park Drive, Wayne, Pennsylvania 19087

A Member Company of United States Liability Insurance Group

NAMED INSURED AND ADDRESS:

LEWIS-CLARK STATE COLLEGE FOUNDATION 500 8TH AVE LEWISTON, ID 83501

POLICY PERIOD: (MO. DAY YR.) From: 03/26/2020 To: 03/26/2021

12:01 A.M. STANDARD TIME AT YOUR MAILING ADDRESS SHOWN ABOVE

FORM OF BUSINESS:

Non-Profit Corporation

BUSINESS DESCRIPTION: Foundation

IN CONSIDERATION OF THE RENEWAL PREMIUM STATED BELOW, EXPIRING POLICY NUMBER NBP1557971 IS RENEWED FOR THE POLICY PERIOD STATED ABOVE. PLEASE ATTACH THIS RENEWAL CERTIFICATE TO YOUR EXPIRING POLICY.

THIS POLICY CONSISTS OF THE FOLLOWING COVERAGE PARTS FOR WHICH A PREMIUM IS INDICATED.

THIS PREMIUM MAY BE SUBJECT TO ADJUSTMENT.

Businessowners Liability Coverage Part

Businessowners Property Coverage Part

\$611.00 \$50.00

TOTAL:

\$661.00

Coverage Form(s) and Endorsement(s) made a part of this policy at time of issue

See Endorsement EOD (1/95)

Agent: STONEBRAKER MCQUARY AGENCY GROUP, INC. (2141)

P.O. Box 9

Clarkson, WA 99403

Issued: 03/10/2020 10:46 AM

Authorized Representa

THESE DECLARATIONS TOGETHER WITH THE COMMON POLICY CONDITIONS, COVERAGE PART DECLARATIONS, COVERAGE PART COVERAGE FORM(S) AND FORMS AND ENDORSEMENTS. IF ANY, ISSUED TO FORM A PART THEREOF.

By:

EXHIBIT "K"

Committee Descriptions Committee or Task Force Descriptions

Executive Committee

The Executive Committee is chaired by the President of the Foundation Board.

The members of the Executive Committee shall be: The officers of the Board, the Immediate Past President, all chairs of approved committees or task forces and other members as designated.

Responsibilities include:

- * making interim decisions for the Board (to be ratified by the full Board at its subsequent meeting);
- * overseeing the long-range and strategic planning of the organization;
- * serving as a sounding board for new programs or policies that should come before the full Board eventually;
- * enforcing membership responsibilities, including attendance policies and committee appointments;
- * monitoring progress of Board and staff in achieving the current year goals;
- * scrutinizing budget performance;
- * maintaining a close and candid relationship with the leadership of the College;
- * following and evaluating the performance of the Foundation's Executive Director;
- * evaluating Board performance by recognizing superior results or levels of service and by arranging for the departure of unproductive Board members;
- * acting on behalf of the Board in times of emergency or necessary expediency.

The actions of the Executive Committee are subject to revision or alteration by the Board.

Minutes of Executive Committee meetings are sent to each Board member. Membership in the Executive Committee will not exceed a quorum of the full Board. A quorum at any meeting of the Executive Committee shall consist of a simple majority of the members.

<u>Lewis-Clark State College Foundation</u> <u>Other Committee or Task Force Descriptions</u>

Finance and Investment Committee

The Finance and Investment Committee shall oversee the Foundation's budget activities and expenses; monitor the flow of funds to determine consistency between expenditures and generated revenue; manage the investment portfolio; establish financial policies; oversee the buildings and grounds owned by the Foundation.

Scholarship Committee

The Scholarship Committee shall oversee the awarding of specific scholarships; establish scholarship policies and review the process; assist in the planning of three scholarship events annually.

Other Committees or Task Forces

The Directors may designate and appoint one or more standing committees or task forces, each of which shall consist of two (2) or more Directors. These committees, to the extent provided in such resolution, shall have and exercise the authority of the Directors in the management of the corporation.

EXHIBIT "L"

Endowment Fund Fee Policy

Notice of Endowment Fund Fee Policy LCSC Foundation

Effective January 1, 2020, the LCSC Foundation Board will implement the following policy regarding administrative fees on endowment and accounts.

2% Fee on Donations Received

<u>In general, a 2% administrative fee will apply to all donations received by the Foundation to offset the costs of accounting, fundraising and other administration costs. However, the fee will not apply in the following circumstances:</u>

- 1. Additional donations to an endowment or annual fund in existence as of January 1, 2020.
- 2. Funding to athletic or academic programs solicited by coaches or academic staff that simply passes through the Foundation to the respective department.
- 3. Funding designated to the Center for Arts and History solicited by department staff that simply passes through the Foundation to the department.
- 4. In-kind donations.
- 5. Other donations solicited by faculty or others where the donated funds simply pass through the Foundation.

The 2% fee will apply at the time of the donation and will be a one-time fee. The 2% fee for gift annuities will apply at the end of the annuity when the funds become available to the Foundation, subject to the above restrictions.

½ of 1% (.5%) Annual Fee on Average Endowment Fund Balance

The .5% fee will be charged to Endowment Funds, Alumni Endowments, and Other Endowments. The .5% fee will not apply to the following fund classifications:

- 1. Gift annuities
- 2. General Unrestricted Funds
- 3. Annual Funds
- 4. Funds designated as Other Funds
- 5. LCSC Designated Funds

The .5% fee will be based on the average endowment fund balances and not on the amount of profit or loss earned or allocated for any time period. The fee will be calculated twice during

each year using .25% times the fund market values at December 31 and June 30, and will be included with the December and June six months' market allocation postings.

FOUNDATION OPERATING AGREEMENT

THIS OPERATING AGREEMENT, made and entered into this 26th day of March, 2018, by and between BETWEEN

LEWIS-CLARK STATE COLLEGE, hereinafter referred to as "College", and LEWIS-

CLARK STATE COLLEGE FOUNDATION, INC.

AND

LEWIS-CLARK STATE COLLEGE., hereinafter referred to as "

This Operating Agreement ("Operating Agreement") between Lewis-Clark State College
Foundation", Inc. ("Foundation") and Lewis-Clark State College ("College") is entered into as
of this day of , 20.

WHEREAS, the Foundation is a non-profit corporation was organized and incorporated on April 4, 1984 pursuant to the Idaho Nonprofit Corporation Act for the purpose of supporting Lewis - Clark State generating voluntary private support from alumni, employees, friends, corporations, foundations, and others for the benefit of the College, its students, staff,
faculty and programs;.
WHEREAS, the Foundation has been recognized as a tax-exempt entity under Section 501(c)(3) of the Internal Revenue Code;
WHEREAS, exists to receive contributions, raise, and manage private resources supporting the parties mission and priorities of the College, and provide opportunities for students and employees and a degree of institutional excellence unavailable with state funding levels.
WHEREAS, the Foundation promotes access, excellence and relevance in higher education through financial support of the College. The Foundation is dedicated to assisting the College in the building of the endowment to address, through financial support, the long-term academic and other priorities of the College.
WHEREAS, as stated in its articles of incorporation, the Foundation is a separately incorporated 501(c)(3) organization and is responsible for identifying and nurturing relationships with potential donors and other friends of the College, soliciting cash, securities, real and intellectual property, and other private resources for the support of the College, and acknowledging and stewarding such gifts in accordance with donor intent and its fiduciary responsibilities.

AUDIT TAB 1 Page 1

Foundation utilizes, in accordance with this Operating Agreement, personnel experienced in

planning for and managing private support.

WHEREAS, in connection with its fund-raising and asset-management activities, the

WHEREAS, the mission of the Foundation is to secure, manage and distribute private contributions and support the growth and development of the College.

WHEREAS, the College and Foundation desire to set forth in writing various aspects of their relationship with respect to matters such as the solicitation, receipt, management, transfer and expenditure of funds.

WHEREAS, the Parties hereby acknowledge that they will at all times conform to, and abide by, the Idaho State Board of Education's ("State Board") Education's Governing Policy Policies and Procedures, Gifts and Affiliated Foundations policy, Section Policy V.E.; and., and that they will submit this Operating Agreement for initial State Board of Education ("State Board") approval, and thereafter every three (3) years, or as otherwise requested by the State Board, for review and re-approval.

WHEREAS, the parties enter into Foundation and the College intend for this Operating Agreement to establish the written operating agreement between the parties, all as is required under Section by State Board Policy V.E.2.e, of the State Board 's Policies and Procedures b.

NOW, THEREFORE, in consideration of the premises and the mutual covenants and agreements commitments herein contained, the parties and other good and valuable consideration, receipt of which is hereby acknowledged, the Parties agree as follows:

ARTICLE | Foundation's Purposes

The Foundation is the primary affiliated foundation responsible for securing, managing and distributing private support for the College. Accordingly, to the extent consistent with the Foundation's Articles of Incorporation and Bylaws, and the State Board's Policies and Procedures, the Foundation shall:

- 4. (1) solicit, receive and accept gifts, devises, bequests and other direct or indirect contributions of money and other property made for the benefit of the College from the general public (including individuals, corporations-, other entities and other sources); (2) manage and invest the money and property it receives for the benefit of the College; and (3) support and assist the College in fundraising and donor relations.
- 2. manage and invest the money and property it receives for the benefit of the College; and support and assist the College in fundraising and donor relations.
- **3.** In carrying out its purposes, the Foundation shall not engage in activities that: (1) conflict with:
- **a.** _federal or state laws, rules and regulations (including, but not limited to_all _applicable provisions of the Internal Revenue Code and corresponding Federal Treasury Regulations);
- b.); (2) cause the College to be in violation of applicable polices of the State Board; or (3) conflict with the role and mission of the College.

ARTICLE IIARTICLE II

Foundation's Organizational Documents

The Foundation shall provide copies of its current Articles of Incorporation and Bylaws to the College. All amendments of such documents shall also be provided to the College and State Board. Furthermore , the The Foundation shall, to the extent practicable, also shall provide the College with an advance copy of any proposed amendments to the Foundation's Articles of Incorporation and Bylaws. The College shall provide all such documents to the State Board.

Article III

Institutional

ARTICLE III College Resources and Services

shall serve as Executive Director of the Foundation and shall supervise the College Advancement Staff who are likewise employees of the College and who will provide administrative services to the Foundation. The College is responsible for the employment and compensation of College Advancement Staff providing services to the Foundation, including the Director of College Advancement in his or her capacity as Executive Director of the Foundation. Subject to approval by the President of the College, the Foundation may appoint an employee of the College to serve as Treasurer. The Treasurer shall provide and/or supervise the provision of financial and accounting services for the Foundation. While providing services to the Foundation, College employees are subject to the oversight and direction of the Board of Directors of the Foundation. Executive officers of the College (President and Vice Presidents) shall not serve as Foundation Board officers or staff members.

1. Other Services. College Employees.

<u>a. College/Foundation Liaison: The College's Director of College Advancement shall serve as the College's Liaison to the Foundation and as the Foundation Executive Director.</u>

- i. The College's Director of College Advancement shall be responsible for coordinating the College's and the Foundation's fundraising efforts and for supervising and coordinating the administrative support provided by the College to the Foundation.
- ii. The College's Director of College Advancement or designee shall attend each meeting of the Foundation's Board of Directors and shall report on behalf of the College to the Foundation's Board of Directors regarding the College's coordination with the Foundation's fundraising efforts.

- iii. The College's Director of College Advancement shall be responsible for the supervision and control of the day-to-day operations of the Foundation. More specific duties of the Director of College Advancement is set forth in the Service Agreement attached hereto as Exhibit "B" ("Service Agreement").
- d. Other College Employees Holding Key Foundation or Administrative or Policy Positions: In the event the College and the Foundation determine it is appropriate for one or more additional College employees who function in a key administrative or policy making capacity for the College (including, but not limited to, any College Vice-President or equivalent position) to serve both the College and the Foundation, then, pursuant to State Board Policy V.E., this Operating Agreement shall be amended to clearly set forth the authority and responsibilities of the position of any such College employee.
- e. Limited Authority of College Employees. Notwithstanding the foregoing provisions, no College employee who functions in a key administrative or policy making capacity for the College (including, but not limited to, any College Vice-President or equivalent position) shall be permitted to have responsibility or authority for Foundation policy making, financial oversight, spending authority, and investment decisions.
- 2. Support Services. The College shall provide administrative, financial, accounting, investment, and development services to the Foundation, as set forth in the Service Agreement attached hereto as Exhibit "B" ("Service Agreement"). All College employees who provide support services to the Foundation shall remain College employees under the direction and control of the College, unless agreed that the direction and control of any such employee will be vested with the Foundation in a written Loaned Employee Agreement. The Foundation will pay directly to the College the portion of the overhead costs associated with the services provided to the Foundation pursuant to the Service Agreement. The portion of such costs shall be determined by the agreement of the Parties.
 - **2.** College Facilities and Equipment. The College shall provide the following additional services to the Foundation:
 - a. Access to the College's financial system to receive, disburse and account for funds of the Foundation. Except for funds transferred into Foundation's brokerage accounts, all funds received by the Foundation shall be deposited with the College and credited to one or more agency accounts established in the name of the Foundation within the
 - <u>a.</u> College's financial system. In using the College's financial services, the Foundation shall comply with the College's financial and administrative policies and procedures.
 - **b.**<u>a.</u> Accounting services, to include each receipts and disbursements, accounts receivable and payable, bank reconciliation, reporting and analysis, and internal auditing.
 - c.a. Investment, insurance, and similar services.
 - d.a. Development services, including research, information systems, donor records, communications and special events.

3. use of the College's Facilities, Furnishings and Office Equipment. The business office of the Foundation shall be located in the College Advancement Office at 500 8 Avenue, Lewiston, Idaho. The College will provide office space to the Foundation including providing all maintenance and utilities, and local and long-distance telephone service for use in the business of the Foundation. The furnishings, computers, copiers and other items of office equipment used in the Foundation's office are owned by the

- 3. College but shall be made available for space and equipment to the Foundation upon the terms agreed to by the College and the Foundation. The terms of use (including amount of rent) of the College's office space and equipment shall be as set forth in the business of the Service Agreement.
 - a.—No Foundation Payments to College Employees. Notwithstanding any provision of this Operating Agreement to the contrary, the Foundation. The cost of repairing, maintaining and replacing such furnishings and equipment shall be paid by the College.
- 4. <u>shall not make any Reimbursement.</u> Except as otherwise provided in this Agreement, the Foundation shall have no obligation to reimburse the College for costs incurred by the College for personnel, use of facilities or equipment or for other services provided to the Foundation by the College. No payments shall be made directly from the Foundation to an College employeesemployee in connection with any resources or services provided to the Foundation underpursuant to this Operating Agreement.

Article IV ARTICLE IV Management and Operation of Foundation

The management and control of the Foundation shall rest with its Board of Directors.

1. Gift Solicitation.

Authority of College's Director of College Advancement. All Foundation gift solicitations shall be subject to the direction and control of the Director for College Advancement.

4.

a. Form of Solicitation. Any and all Foundation gift solicitations shall make clear to prospective donors that (1) the Foundation is a separate legal and tax entity organized for the purpose of encouraging voluntary, private gifts, trusts, and bequests for the benefit of the College; and (2) responsibility for the governance of the Foundation, including the investment of gifts and endowments, resides within the Foundation's Board of Directors.

The

b. Foundation is Primary Donee. Absent unique circumstances, prospective donors shall be requested to make gifts directly to the Foundation rather than to the College.

2. Acceptance of Gifts.

<u>a.</u> <u>Approval Required Before Acceptance of Certain Gifts.</u> Before accepting contributions or grants for restricted or designated purposes that may require administration or direct expenditure by the College, the Foundation shall obtain the prior written approval of the College. Similarly, the Foundation shall also obtain the prior written approval of the College of the acceptance of any gift or grant that would impose a binding financial or contractual obligation on the College.

e. <u>Acceptance of Real Property.</u> No gifts, grants or transfers of real or personal property will be accepted by the Foundation which do not comply with state law,

- State Board and College policy.
- **d.** The Foundation shall not accept gifts or grants containing a condition committing the College financially or contractually without prior written approval of the College President or VP for Finance and Administration.

2.—Receiving, Depositing, Disbursing and Accounting for Funds.

- **a.** General. College Advancement staff on behalf of the Foundation shall receive, accept and administer gifts in accordance with the Foundation's Gift Acceptance Policy and Policy for Accounting of Gift Revenue, copies of which are attached hereto as Exhibits A and B. The College's financial systems and administrative policies and procedures will be utilized in receiving, depositing, disbursing and accounting for funds of the Foundation.
- b. Institutional Funds Transferred to the Foundation. In compliance with the policies of the State Board, the College shall not transfer institutional funds Gifts of Real Property. The Foundation shall conduct adequate due diligence on all gifts of real property that it receives. All gifts of real property intended to be held and used by the College shall be approved by the State Board before acceptance by the College and the Foundation. In cases where the real property is intended to be used by the College in connection with carrying out its proper functions, the real property may be conveyed directly to the College, in which case the College and not the Foundation shall be responsible for the due diligence obligations for such property.
- <u>c.</u> Processing of Accepted Gifts. All gifts received by the College or the Foundation shall be delivered (if cash) or reported (if any other type of property) to the Foundation's designated gift administration office (a unit of the Foundation) in accordance with the Service Agreement.
- 3. Fund Transfers. The Foundation agrees to transfer funds, both current gifts and income from endowments, to the College on a regular basis as agreed to by the Parties. The Foundation's Treasurer or other individual to whom such authority has been delegated by the Foundation's Board of Directors shall be responsible for transferring funds as authorized by the Foundation's Board of Directors.
- a. Restricted Gift Transfers. The Foundation shall inform the College officials into whose program or department funds are transferred of any restrictions on the use of such funds and provide such officials with access to any relevant documentation concerning such restrictions. Such College officials shall account for such restricted funds separate from other program and department funds in accordance with applicable College policies and shall notify the Foundation on a timely basis regarding the expenditure of such restricted funds.
- b. Unrestricted Gift Transfers. The Foundation may utilize any unrestricted gifts it receives for any use consistent with the Foundation's purposes as generally summarized in Article I of this Operating Agreement. If the Foundation elects to use unrestricted gifts to make grants to the College, such grants shall be made at such times and in such amounts as the Foundation's Board of Directors may determine in the Board's sole discretion.
 - 4. Foundation Expenditures and Financial Transactions.

- <u>a. Signature Authority.</u> The Foundation designates the Foundation Board President and Vice President as the individual(s) with signature authority for the Foundation in all financial transactions. The Foundation may supplement or change this designation with written notice to the College; provided, however, in no event may the person(s) with Foundation signature authority for financial transactions be an College employee.
- <u>b.</u> Expenditures. All expenditures of the Foundation shall be (1) consistent with the charitable purposes of the Foundation, and (2) not violate restrictions imposed by the donor or the Foundation as to the use or purpose of the specific funds.
- 5. College Report on Distributed Funds. On a regular basis, which shall not be less than annually, the College shall report to the Foundation on the use of restricted and unrestricted funds transferred to the College. This report shall specify the restrictions on any restricted funds. The Foundation shall approve expenditures prior to fund transfers to the College and the Foundation will retain details of the uses of such funds.
- b.6. Transfer of College Assets to the Foundation. No College funds, assets, or liabilities may be transferred directly or indirectly to the Foundation without the prior approval of the State Board and the Foundation Board of Directors. Segregation of duties among College employees who provide accounting and reporting support to the Foundation will be maintained to prevent unauthorized access to or transfer of funds to or from the College and Foundation.except when:
 - **c.** Funds Transferred to College. Funds, including gifts designated by the donor to a specific College department or program, will not be transferred

from the Foundation to the College except as approved by the Foundation Board of Directors. The College official responsible for that department or program will be notified of the transfer and the purpose of the gift by the College Advancement Staff. The College official into whose department or program Foundation funds have been transferred shall be responsible to account for those funds in accordance with College policies and procedures, to use those funds for their designated purposes, and shall notify the Foundation of the use of those funds on a timely basis. Once funds have been transferred to the College, the transferred funds shall be the property of the College.

- **3.** Signature Authority. Foundation expenditures, transfer of funds and financial transactions must be authorized and approved by the Board of Directors or officers designated by the Board. Signature authority on behalf of the Board shall be exercised only by the Foundation President and Vice President. No College employee (including, but not limited to, the College President or Vice Presidents) shall have the authority to sign on any transaction on behalf of the Foundation.
- a. Investment Policies. A donor inadvertently directs a contribution to the College that is intended for the Foundation in which case such funds may be transferred to the Foundation so long as the documents associated with the gift indicate the Foundation was the intended recipient of the gift. In the absence of any such indication of donor intent, such funds shall be deposited in an institutional account, and State Board approval will be required prior to the College's transfer of such funds to the Foundation.
- b. The College has gift funds that were originally transferred to the College from the Foundation and the College wishes to return a portion of those funds to the Foundation for reinvestment consistent with the original intent of the gift.
- c. Transfers of a *de minimis* amount not to exceed \$10,000 from the College to the Foundation provided such funds are for investment by the Foundation for scholarship or other general College support purposes. This exception shall not apply to payments by the College to the Foundation for obligations of the College to the Foundation, operating expenses of the Foundation or other costs of the Foundation.
- d. The transfer is of funds raised by the College for scholarship or program support and the funds are deposited with the affiliated foundation for investment and distribution in accordance with the purpose for which the funds were raised.
 - 4. Separation of Gifts will be invested in accordance with the guidelines set out in the "InvestmentPolicy Statement," a copy of which is attached hereto as Exhibit C. The responsibility for investment of gifted funds resides with the Foundation's Board of Directors who act upon the recommendations promulgated by the Foundation's Finance and Investment Committee. College employees may provide technical information and reports to the Committee but have no voting rights and are not part of the policy approval process.

- 7. Funds. All Foundation assets (including bank and investment accounts) shall be held in separate accounts in the name of the Foundation using Foundation's Federal Employer Identification Number. The financial records of the Foundation shall be kept using a separate chart of accounts. For convenience purposes, some Foundation expenses may be paid through the College such as payroll and campus charges. These expenses will be paid through accounts clearly titled as belonging to the Foundation and shall be reimbursed by the Foundation on a regular basis.
- 8. <u>Insurance</u>. To the extent that the Foundation is not covered by the State of Idaho Risk Management insurance, the Foundation The Foundation shall maintain insurance to cover the operations and activities of its <u>directors</u>, <u>officers and employees</u>. The Foundation shall also maintain general liability coverage.
- 9. <u>Investment Policies.</u> All funds held by the Foundation, except those intended for short term expenditures, shall be invested in accordance with the Uniform Prudent Management of Institutional Funds Act, Idaho Code Sections 33-5001 to 33-5010, and the Foundation's investment policy which is attached hereto as Exhibit "C"; provided, however, the Foundation shall not invest any funds in a manner that would violate the applicable terms of any restricted gifts. The Foundation shall provide to the College any updates to such investment policy which updates shall also be attached hereto as Exhibit "C".
- 10. Organization Structure of the Foundation. The organizational structure of the Foundation is set forth in the Foundation's Articles of Incorporation and the Bylaws. The Foundation agrees to provide copies of such Articles and Bylaws as well as any subsequent amendments to such documents to both the College and the State Board. Any such amendments to the Articles and Bylaws shall be attached hereto as additions to Exhibit "D" and "E", respectively.

ARTICLE V Foundation Relationships with the College

At all times and for all purposes of this Operating Agreement, the College and the Foundation shall act in an independent capacity and not as an agent or representative of the other Party, provided, however, the College and the Foundation acknowledge that the Foundation carries out functions for the benefit of the College. As such, the Parties shall share certain information as provided below.

1. Access to Records. Subject to recognized legal privileges and any third-party obligations of confidentiality and protection of proprietary information, each Party shall have the right to access the other Party's financial, audit, donor and related books and records as needed to properly conduct its operations.

2. Record Management.

a. The Parties recognize that the records of the Foundation relating to actual or potential donors contain confidential information. Such records shall be kept by the Foundation in such a manner as to protect donor confidentiality to the fullest extent allowed by law. Notwithstanding the access to records permitted above, access to such confidential information by the College shall be limited to the College's President and any designee of the College's President.

- b. The Foundation shall be responsible for maintaining all permanent records of the Foundation including but not limited to the Foundation's Articles, Bylaws and other governing documents, all necessary documents for compliance with IRS regulations, all gift instruments, and all other Foundation records as required by applicable laws.
- c. Although the Foundation is a private entity and is not subject to the Idaho Public Records Law, the Foundation, while protecting personal and private information related to private individuals, is encouraged, to the extent reasonable, to be open to public inquiries related to revenue, expenditure policies, investment performance and/or similar non-personal and non-confidential financial or policy information.
- 3. Name and Marks. Consistent with its mission to help to advance the plans and objectives of the College, the College grants the Foundation the limited, non-exclusive right to use the name of the College, for use in its support of the College. The Foundation shall operate under the College's logotype in support of its organizational business and activities. Any use by the Foundation of the College's logotypes or other trademarks must be with prior approval of the College through the Communications and Marketing Department.
- 4. Identification of Source. The Foundation shall be clearly identified as the source of any correspondence, activities and advertisements emanating from the Foundation.
- 5. Establishing the Foundation's Annual Budget. The Foundation shall provide the College with the Foundation's proposed annual operating budget and capital expenditure plan (if any) prior to the date the Foundation's Board of Directors meeting at which the Foundation's Board will vote to accept such operating budget. Any of the College's funding requests to the Foundation shall be communicated in writing to the Foundation's President and Executive Director by March 1 of each year.
- 5.6. Attendance of College's President at Foundation's Board of Director Meetings. The College's President shall be invited to attend all meetings of the Foundation's Board of Directors and may act in an advisory capacity in such meetings. Officers, attached as Exhibit D.

Supplemental

- 6. Separation of Foundation and College Funds. Foundation and College funds will not be co-mingled. Foundation funds will be deposited in the College's financial system and credited to the appropriate agency account in the Foundation name. It shall be the responsibility of the Foundation Treasurer to reconcile the Foundation's agency accounts on a monthly basis. The Foundation Treasurer shall make a monthly written financial report to the Foundation Board inaccordance with generally accepted accounting principles.
- 7.—Description of Organizational Structure of Foundation.
 - a. Foundation Board of Directors. The Foundation is a non-profit corporation organized under the laws of the State of Idaho. It is governed by a board of not more than thirty (30) directors. The directors are elected by the Foundation Board members. Foundation Directors serve staggered terms of up to three (3) years. The President, the Provost and Vice President for Academic Affairs, the Vice President for Finance and Administration, the Vice President for Student Affairs, the Treasurer

(if a College employee has been designated to fill this position), the Faculty Senate Chair-Elect and the LCSC Alumni Association Board Representative are Designated Members of the

- Foundation who are entitled to attend meetings of the Foundation Board of Directors but are not entitled to vote. Other College officials may serve as advisors to Foundation's Board and may be invited to attend meetings of the Foundation Board on a case-by-case basis.
- **b.** Board Committees. The standing committees of the Foundation Board of Directors shall be the Executive Committee, the Scholarship Committee, and the Finance and Investment Committee. The composition, duties and authority of each of those committees is set out on Exhibit E.
- c. Executive Director. The chief operating officer of the Foundation is its Executive Director who is employed by the College as Director of College Advancement. In the performance of his or her duties with the Foundation, the Executive Director shall report to and be subject to the direction of the Foundation Board of Directors. The Executive Committee of the Foundation Board may prepare and provide to the College President an annual written job performance evaluation of the Executive Director.
- d. Officers. The Foundation President is elected by the Board of Directors. The Foundation Board of Directors also elects a Vice President, Secretary, and Treasurer. Subject to the mutual consent of the Foundation Board of Directors and the College President, an employee from the College staff may be appointed to serve as Treasurer. In the performance of his or her duties with the Foundation, the Treasurer shall report to and be subject to the direction of the Foundation Board of Directors.

Article V Relationship between the Foundation and the College

1. Access to Foundation Books and Records.

- a. The financial records of the Foundation shall be available to the College, its officers and representatives in accordance with the policies and procedures of the College. Other financial records of the Foundation shall be made available to the College at reasonable times upon written request of the College President or his or her designee.
- b. Donor records containing information with respect to gifts to the Foundation are the property of the Foundation and shall be maintained and secured by the College. The Foundation and the College shall take the steps necessary to monitor and control access to donor records and to protect the security of the donor database. The College shall not access such information except in compliance with the Foundation's donor confidentiality policies. The College shall enforce policies that support the Foundation's ability to respect the privacy and preserve the confidentiality of donor records. The Foundation will provide information contained in donor records to College officials upon request in accordance with applicable laws, Foundation policies and guidelines. Such information may also be provided to Foundation officers and Foundation Board members.
- 2. Foundation Budget. The Finance and Investment Committee of the Foundation Board shall, in consultation with the College President or his or her designee, develop a proposed annual operating budget and capital expenditure plan. After a final

review by College President, the budget and capital expenditure plan shall be presented to the full Foundation Board for approval.

3.7. Compensation to College Employees. It is not anticipated that Foundation will provide supplementary Any supplemental compensation to College employees by the Foundation must be preapproved by the State Board. Any such supplemental payment or benefits must be paid by the Foundation to the College, and the College shall then pay compensation to the employee in accordance with the College's normal practice. No College employee shall receive any payments or other benefits directly from the Foundation. The Foundation Board of Directors may provide funds to the College annually for Faculty and Staff Achievement Awards, in an amount not to exceed \$25,000. Such awards will be made primarily with funds donated to the Foundation for that purpose and any additional Foundation funds used will be approved by the Board of Directors in the Foundation's annual budget.... The Foundation Board of Directors may provide funds to the College annually for Faculty and Staff Achievement Awards. The College identifies the faculty and staff members who will be recipients of those these awards and disburses the funds to the recipients.

ARTICLE VI Audits and Reporting Requirements

1. Fiscal Year. The Foundation and the College shall have the same fiscal year.

Article VI ARTICLE IAudit and Reporting Requirements

- 1. Fiscal Year. The Foundation and the College shall have the same fiscal year.
- 2. Independent Audit. The business and affairs of the Foundation shall be audited annually as a component unit of the College by the independent certified public accountants who are the auditors for the College. Those accountants shall not be officers or directors of the Foundation. The audit shall be a full scope audit, performed in accordance with generally accepted auditing standards and prepared in accordance with Government Accounting Standards Board (GASS) principles or Financial Accounting Standards Board (FASB) principles, as appropriate. The cost of the audit shall be paid by the College. A written report of the audit shall be provided to the Idaho State Board of Education.
- 3. Foundation Reports to the College President. The Foundation shall provide the following reports to the President of the College. Except for the audit reportprepared by College's independent auditor, these reports will be prepared by or under the direction of the Executive Director. Copies of each report shall be provided to the Foundation Board. The reports and their frequency are as follows:
 - 2. Annual Annual Audit. On an annual basis, the Foundation shall have an audit conducted by a qualified, independent certified public accountant who is not a director or officer of the Foundation. The annual audit will be provided on a timely basis to the College's President and the State Board, in accordance with the State Board's schedule for receipt of said annual audit. The Foundation's annual statements will be presented in accordance with standards promulgated by the Financial Accounting Standards Board (FASB). The Foundation is a

component unit of the College as defined by the Government Accounting Standards Board (GASB). Accordingly, the College is required to include the Foundation in its financial statements which follow a GASB format. Therefore, the Foundation will include in its audited financial statement, schedules reconciling the FASB Statements to GASB standards in the detail required by GASB Standards. The annual audited financial statements, including the auditor's independent opinion regarding such financial statements, and schedules shall be submitted to the College Controller's Office in sufficient time to incorporate the same into the College's statements. All such reports and any accompanying documentation shall protect donor privacy to the extent allowable by law.

- 3. Separate Audit Rights. The College agrees that the Foundation, at its own expense, may at any time during normal business hours conduct or request additional audits or reviews of the College's books and records pertinent to the expenditure of donated funds. The Foundation agrees that the College and the State Board, at its own expense, may, at reasonable times, inspect and audit the Foundation's books and accounting records.
- 4. Annual Reports to College President. On a regular basis, which shall not be less than annually, the Foundation shall provide a written report to the College President setting forth the following items:
 - a. the annual financial audit report;
 - b. <u>an annual</u> report of <u>Foundation</u> transfers made to the College, summarized by <u>departments</u> <u>College department</u>;
 - c. an annual report of unrestricted funds received, and by the Foundation;
 - **6.**d.an annual report of unrestricted funds available for use in that during the current fiscal year;
 - e. a list of Foundationall of the Foundation's officers—and, directors—shall be provided annually and the President shall be promptly notified of any changes in that, and employees;

d. a list;

e. A list of any College employees for whom the Foundation made

<u>f.</u> payments to <u>the</u> College for supplemental compensation or any other approved purpose during the fiscal year, and the amount and nature of that payment;

f.g. a list of all state and federal contracts and grants managed by the Foundation;

g.h. an annual report of the Foundation's major activities;

h.i. an annual report of each real estate purchase or material capital lease, investment, or financing arrangement entered into during the preceding Foundation fiscal year for the benefit of the College; and

i. an annual report of (1) any actual litigation involving the

Foundation during its fiscal year, as well as; (2) identification of legal counsel used by the Foundation for any

j. purpose during such year. This report should also discuss; and (3) identification of any potential or threatened litigation involving the Foundation.

Article VII ARTICLE VII Conflicts Conflict of Interest and Code of Ethics and Conduct

- 1. <u>Conflicts of Interest Policy</u> <u>Statements.</u> The Foundation has adopted a written policy addressing the manner the Foundation will address conflict of interest situations. and Code of Ethics and Conduct. The Foundation's Conflict of Interest Policy is attached as Exhibit "F-", and its Code of Ethical Conduct is set forth as Exhibit "G".
- 2. <u>Dual Representation</u>. Under no circumstances may <u>nan</u> College employee represent both the College and the Foundation in any negotiation, sign for both entities in transactions, or direct any other <u>institutionCollege</u> employee under their immediate supervision to sign for the related <u>partyParty</u> in a transaction between the College and the Foundation. This shall not prohibit College employees from drafting transactional documents that are subsequently provided <u>to</u> the Foundation for its independent review, approval and use.
- 3. <u>Contractual Obligation of College</u>. The Foundation shall not enter into any contract that would impose a financial or contractual obligation on the College without first obtaining the prior written approval of the College. College approval of any such contract shall comply with policies of the State Board with respect to <u>State Board</u> approval of College contracts.
- 4. <u>Acquisition or Development of Real Estate.</u> The Foundation shall not acquire or develop real estate or otherwise build facilities for the College's use without first obtaining approval of the State Board. In the event of a proposed purchase of real estate for such purposes by the Foundation for the College, the College shall notify the State Board, at the earliest possible date, of. Any such proposed purchase for such purposes. Furthermore, any such proposed purchase of real estate for the College's use shall be a coordinated effort of the College and the Foundation. Any notification to the State Board required pursuant to this paragraph may be made through the State Board's chief executive officer in executive session pursuant to the open meeting law, set forth in Idaho Code Section 67-2345(1)(c)., Title 74, Chapter 2.

ARTICLE VIIIArticle VIII General Terms

- 1. <u>Effective Date.</u> This <u>Operating Agreement shall be effective on the date set forth above.</u>
 - 2. Right to Terminate. This Operating Agreement shall terminate upon the mutual written agreement of both parties. Parties. In addition, either party Party may, upon 90 days prior written notice to the other, terminate this Operating Agreement, and either party Party may terminate this Operating Agreement in the event the other party Defaults in the performance of its obligations and fails to cure the default within 30 days after receiving written notice from the non-defaulting party Party specifying the nature of the default.

_Should the College choose to terminate this Operating Agreement by providing 90 days written notice or in the event of a default by the Foundation that is not cured within the time frame set forth above, the Foundation may require the College to pay,

within 180 days of written notice, all debt incurred by the Foundation on the College's College's behalf including, but not limited to, lease payments, advanced funds, and funds borrowed for specific initiatives.

_Should the Foundation choose to terminate this Operating Agreement by providing 90 days written notice or in the event of a default by the College that is not cured within the time frame set forth above, the College may require the Foundation to pay any debt it holds on behalf of the Foundation in like manner.

- 2. The parties Parties agree that in the event this Operating Agreement shall terminate, they shall cooperate with one another in good faith to negotiate a new agreement within six (6) months. In the event the parties are unable In the event negotiations fail, the Parties will initiate the dispute resolution mechanism described below (through reference to the Foundation President and the State Board) to further attempt to negotiate a new agreement within the time period specified herein, they will refer the matter to the State Board for resolution. Termination of this Operating Agreement shall not constitute or cause dissolution of the Foundation.
- **3.**—Board Approval of Operating Agreement. Prior to the Parties' execution of this Operating Agreement, an unexecuted copy of this Operating Agreement must be approved by the State Board. Furthermore, this Operating Agreement, including any subsequent modifications and restatements of this Operating Agreement, shall be submitted to the State Board for review and approval no less frequently than once every three (3) years or more frequently if otherwise requested by the State Board.
- **4.** <u>Modification.</u> Any modification to the Agreement or Exhibits hereto shall be in writing and signed by both Parties.
- **5.**3. Providing Document to and Obtaining Approval from the College. Unless otherwise indicated herein, any time documents are to be provided to the College or any time the College's approval of any action is required, such documents shall be provided to, or such approval shall be obtained from, the College's President or an individual to whom such authority has been properly delegated by the College's President.
- 6.3. Providing Documents to and Obtaining Approval from the Foundation. Unless otherwise indicated herein, any time documents are to be provided to the Foundation or any time the Foundation's approval of any action is required, such document shall be provided to, or such approval shall be obtained from, the Foundation's Board of Directors or an individual to whom such authority has been properly delegated by the Foundation's Board of Directors.
 - 7. Notices. Any notices required under this agreement may be mailed or delivered as follows:

President

Lewis-Clark State College 500 & Avenue
Lewiston, ID 83501

- 8. No Joint Venture. At all times and for all purposes of this Operating Agreement, the College and the Foundation shall act in an independent capacity and not as an agent or representative of the other party.
- **9.** <u>Liability</u>. The College and Foundation are independent entities and neither shall be liable for any of the other's contracts, torts, or other acts or omissions, or those of the other's trustees, directors, officers, members or employees.
- **10.** <u>Indemnification.</u> The College and the Foundation each agree to indemnify, defend and hold the other party, their officers, directors, agents and employees harmless from and against any and all losses, liabilities, and claims, including reasonable attorney's fees arising out of or resulting from the willful act, fault, omission, or negligence of the party, its employees, contractors, or agents in performing its obligations under this Operating Agreement. This indemnification shall include, but not be limited to, any and all claims arising from an employee of one party who is working for the benefit of the other party. Nothing in this Operating Agreement shall be construed to extend to the College's liability beyond the limits of the Idaho Tort Claims Act, Idaho Code §6-901 et seq.
- 11.3. Dispute Resolution. The parties agree that in the event of any dispute arising from this Operating Agreement, they shall first attempt to resolve the dispute by working together with the appropriate staff members of each of the parties. If the staff cannot resolve the dispute, then the dispute will be referred to the President of the Board of the Foundation and the College President. If the Foundation Board President and the College President cannot resolve the dispute, then the dispute will be referred to the Foundation President and the State Board of Education for resolution—. If they are unable to resolve the dispute, the parties Parties shall submit the dispute to mediation by an impartial third partyParty or professional mediator mutually acceptable to the partiesParties. If and only if all the above mandatory steps are followed in sequence and the dispute remains unsolvedunresolved, then, in such case, either partyParty shall have the right to initiate litigation arising from this Operating Agreement. In the event of litigation, the prevailing partyParty shall be entitled, in addition to any other rights and remedies it may have, to reimbursement for its expenses, including court costs, attorney fees, and other professional expenses.
- 4. <u>Dissolution of Foundation</u>. Consistent with provisions appearing in the Foundation's Bylaws and/or Articles of Incorporation, should the Foundation cease to exist or cease to <u>qualify asbe</u> an Internal Revenue Code §501(c)(3) organization, the Foundation <u>willshall</u> transfer its assets and property to the <u>State Board (or College, to a reincorporated successor as applicable) the balance of all property and assets of the Foundation organized to from any source, after the payment of all debts and obligations of the Foundation, and such property shall be vested in the State Board in trust for the continued support and benefit of the College,</u>
- 5. Board Approval of Operating Agreement. Prior to the Parties' execution of this Operating Agreement, an unexecuted copy of this Operating Agreement must be approved by the State Board. Furthermore, this Operating Agreement, including any subsequent modifications and

restatements of this Operating Agreement, shall be submitted to the State Board for review and approval no less frequently than once every three (3) years or more frequently if otherwise requested by the State Board.

- 6. <u>Modification.</u> Any modification to the Operating Agreement or Exhibits hereto shall be in writing and signed by both Parties.
- 7. Providing Document to and Obtaining Approval from the College. Unless otherwise indicated herein, any time documents are to be provided to the College or any time the College's approval of any action is required, such documents shall be provided to, or such approval shall be obtained from, the College's President or an individual to whom such authority has been properly delegated by the College's President.
- 8. Providing Documents to and Obtaining Approval from the Foundation. Unless otherwise indicated herein, any time documents are to be provided to the Foundation or any time the Foundation's approval of any action is required, such document shall be provided to, or such approval shall be obtained from, the Foundation's Board of Directors or an individual to whom such authority has been properly delegated by the Foundation's Board of Directors.
- 9. <u>Notices.</u> to the Any notices required under this Operating Agreement may be mailed or delivered as follows:

To the College:

President
Lewis-Clark State College
500 8 th Avenue
Lewiston, ID 83501
To the Foundation:
Executive Director
Lewis-Clark State College Foundation, Inc.
500 8 th Avenue
Lewiston, ID 83501

- 10. No Joint Venture. At all times and for all purposes of this Memorandum of Understanding, the College and the Foundation shall act in an independent capacity and not as an agent or representative of the other Party.
- 11. <u>Liability.</u> The College and Foundation are independent entities and neither shall be liable for any of the other's contracts, torts, or other acts or omissions, or those of the other's trustees, directors, officers, members or employees.
- 12. <u>Indemnification.</u> of To the extent allowed by law, the College and the Foundation each agree to indemnify, defend and hold the other Party, their officers, directors, agents and employees harmless from and against any and all losses, liabilities, and claims, including reasonable attorney's fees arising out of or resulting from the willful act, fault, omission, or

negligence of the Party, its employees, contractors, or agents in performing its obligations under this Operating Agreement. This indemnification shall include, but not be limited to, any and all claims arising from an employee of one Party who is working for the benefit of the other Party. Nothing in this Operating Agreement shall be construed to extend to the College's liability beyond the limits of the Idaho for public purposes, in accordance with Tort Claims Act, Idaho law. Code §6-901 et seq.

- 13. <u>Assignment</u>. This Operating Agreement is not assignable by either <u>party Party</u>, in whole or in part.
- 14. <u>Governing Law</u>. This Operating Agreement shall be governed by the laws of the State of Idaho.

- 15. Severability. If any provision of this Operating Agreement is held invalid or unenforceable to any extent, the remainder of this Operating Agreement is not affected thereby and that provision shall be enforced to the greatest extent permitted by law.
- Entire Operating Agreement. This Operating Agreement constitutes the entire agreement among the Parties pertaining to the subject matter hereof, and supersedes all prior agreements and understandings pertaining thereto.
- 17. List of Attachments
- Exhibit A Loaned Employee Agreement a.
- Exhibit B Service Agreement b.
- Exhibit C Investment Policy
- Exhibit D Articles of Incorporation
- Exhibit E Bylaws
- f. Exhibit F – Conflict of Interest Policy
- Exhibit G Code of Ethical Conduct
- Exhibit H Gift Acceptance Policy
- Exhibit BI Policy for Accounting for Gift Revenue Exhibit C Investment Policy **Statement**
- Exhibit D Directors and Officers Liability J Foundation Insurance
- Exhibit E—K Committee Descriptions
- Exhibit F L Endowment Fund Fee Policy on Conflict of Interest

IN WITNESS WHEREOF, the College and the Foundation have executed this agreement Operating Agreement on the above specified date.

LEWIS-CLARK STATE COLLEGE

LEWIS-CLARK STATE COLLEGE

FO UNDATIONING

ATTACHMENT 3

FOUNDATION

ATTACHMENT 3

-	Lewis-Clark State College
	By:
	Its: President
	Lewis-Clark State College Foundation, Inc.
	70
	By:
	Its: President

EXHIBIT <u>"</u>A<u>"</u>

Loaned Employee Agreement

Not applicable at this time

EXHIBIT "B"

Service Agreement

1. Staff

a. The Director of College Advancement, an employee of the College, shall serve as Executive Director of the Foundation and shall supervise the College Advancement staff who are likewise employees of the College and who will provide administrative services to the Foundation. The College is responsible for the employment and compensation of College Advancement Staff providing services to the Foundation, including the Director of College Advancement in his or her capacity as Executive Director of the Foundation. Subject to approval by the President of the College, the Foundation may appoint an employee of the College to serve as Treasurer. The Treasurer shall provide and/or supervise the provision of financial and accounting services for the Foundation. While providing services to the Foundation, College employees are subject to the oversight and direction of the Board of Directors of the Foundation. Executive officers of the College (President and Vice Presidents) shall not serve as Foundation Board officers or staff members.

LEWIS-CLARK STATE COLLEGE FOUNDATION, INC.

Gift Acceptance Policy

Cifts Additional services the College provides to **Corporation**

In General

- 2. Donors may make gifts to the corporation by naming or o therwise identifying the co rporatio n. Gifts shall vest in the co rporatio n upon rece ipt and acceptance by it, whether s ig nified by a Director, office r, Foundation
 - a. Access to the College's financial system to receive, disburse and account for funds of the Foundation. Except for funds transferred into Foundation's brokerage accounts, all funds received by the Foundation shall be deposited with the College and credited to one or more agency accounts established in the name of the Foundation within the College's financial system. In using the College's financial services, the Foundation shall comply with the College's financial and administrative policies and procedures.
 - b. Accounting services, to include cash receipts and disbursements, accounts receivable and payable, bank reconciliation, reporting and analysis, and internal auditing.
 - c. Investment, insurance, and similar services.
 - d. Development services, including research, information systems, donor records, communications and special events.
- 3. Facilities, Furnishings and Office Equipment
 - a. The business office of the Foundation shall be located in the College Advancement Office at 500 8th Avenue, Lewiston, Idaho. The College will provide office space to the Foundation including providing all maintenance and utilities, and local and long-distance telephone service for use in the business of the Foundation. The furnishings, computers, copiers and other items of office equipment used in the Foundation's office are owned by the College but shall be made available for use in the business of the Foundation. The cost of repairing, maintaining and replacing such furnishings and equipment shall be paid by the College.

a. emp lo yee or age nt of the co rporatio n-

Acceptance of Governing Documents

Each donor, by making a g ift to the co rpora tio n, accepts and agrees to all the provis io ns of the Artic les of Inco rporatio n and (the) Bylaws.

Split Interest Gifts

<u>Reimbursement</u>The corporation shall have the power and autho rit y to arrange and administer deferred and other split-

in terest gif ts, including, but not limited to, charitable lead and remainder unitrusts and annuity trusts, and char it able gift annuities, but only as permitted by the laws of the State of Idaho. If a gift is made to the corporation or a third party (in trust or otherwise) to make income or other payments for a period of a life or lives or other periods to any individuals or for no ne haritable purposes, followed by payments to the corporation, or to make income or other payments to the corporation, followed by payments to any individuals or for no neharitable purposes, only the payments to the corporations hall be regarded as subject to the corporation's Articles of Incorporation and (the) Bylaws and then only when the corporation becomes entitled to their use. The Directors may take such actions as it, from time to time, deems necessary to protect the corporation's rights to receive such payments.

Restricted Gifts, Acceptance

Any dono r may, with respect to a gift made by such dono r to the corporation, provide at the time of the gifts restrictions or conditions which are not inconsistent with the charitable purposes of the corporation, as to (i) the manner of distribution, including amounts, times and conditions of payment and whether from principal or income, and (ii) the name, as a memorial or otherwise, for a fund given, or add it ion to a fund previously held, or a nonymity for the gift. Restrictions in volving the naming of a fund as a memorial or otherwise may be satisfied by keeping such name appropriate accounts reflecting the interest of such funds in a common in vestment. Nothing in the foregoing shall obligate the corporation to accept any gift or to perform any act, which, in the opinion of the Directors, will not be in the best interests of the corporation or which may jeopardize or cause it to lose it s s tat us as an exempt organization described in Section 50.1 (c) (3) of the Internal Revenue Code.



a. Except as otherwise provided in the Agreement and Exhibit "L" ("Endowment Fund Fee Policy"), the Foundation shall have no obligation to reimburse the College for costs incurred by the College for personnel, use of facilities or equipment or for other services provided to the Foundation by the College. The Foundation established a fee as referenced in Exhibit L to assist with offsetting general operating costs such as accounting, fundraising, and other administration costs in support of the mission and vision of LC State. Neither the Foundation nor the College require the fee revenue to be transferred to the College though, as mutually agreed upon, all or part of the fee revenue may be transferred to offset the cost of services provided under this agreement. No payments shall be made directly from the Foundation to College employees in connection with resources or services provided to the Foundation under this Agreement.

EXHIBIT B"C"

LEWIS-CLARK STATE COLLEGE FOUND ATION, INC.

Policy for Accounting of Gift Revenue

- I. Fiduciary Responsibility. Each gi R, regardless of value, form, or designated use, shall be accounted for at the time of rece ipt until use d as directed by the dono rs in support of the miss ion of the Found ation and/or the College. Dur ing such time as fund s are retained, they shall be in vested in accordance with procedures of the Finance and Investment Committee. The development office shall be responsible for any reports to donors on the use of their funds, to be accomplished in concert with operating managers and the accounting depalt ment.
- 2. Allocation to Restricted Funds. Gifts received for restricted pur poses (either temporaril y res tricted or permanently rest ricted) shall be separately accounted for in order to main tain stewardship of these funds as donors direct. The segregation of these funds is to be performed by the accounting department, who shall report to dono rs on their disposition and use through the development office.
- 3. Expenditure Controls. The uses of gift revenue, especially restricted gifts shall be fully accounted for, beginning with their deposit to temporarily restricted fund accounts, stewardship, disposition reports, and with expend itures only as directed by the donor in keeping with the miss ion of the Collegeand/or the Foundation.
- 4. A/locatio n to Endowment. Funds restricted to endow ment or so restricted by the Foundation Board shall be invested and accounted for in accord with policies of the Finance and Investment Committee.
- 5. Investment of Funds. All gifts received shall be invested until used in accord with donor wishes, using short term or long term investment plans as defined by the Finance and Investment Committee. Funds restrict ed to endowment or so restrict ed by the Founda tion Board shall be invested and accounted for as directed by the Finance and Investment Committee. In vestment earnings shall be used only for the purposes specified by the donor or the Board, with amounts as resolved by the Finance e and Investment Committee.
- 6. Accounting Reports. Regular accounting reports will summ arize the disposition of all money, illustrating their present disposition by source, purpose or use, and fundraising program, which shall be prepared for each Foundation Board meeting and distributed to the Board members.

EXHIBITC

Lewis Clark State College Foundation Investment Policy Statement

PURPOSE

The purpose of this Investment Policy Statement (IPS) is to establishestablish a clear understanding between understanding between the Lewis-Clark State College Foundation ("Foundation") and the Foundation's professional Foundation's professional "Advisor" as to the investment objectives objectives and policies applied to the Foundation's investment portfolio. This Investment Investment Policy Statement will:

- Establish reasonable expectations, objectives Establish reasonable expectations, objectives and guidelines in the investment of the portfolio's assets
- Set• Set forth an investment structure detailing permitted asset detailing permitted asset classes and expected allocation among asset classes
- Encourage effective communication between the Advisor and the Foundation.
- Create the <u>framework framework</u> for a well-diversified asset mix that can be <u>expected expected</u> to generate acceptable long term returns at a level of risk <u>suitable</u> to the <u>Foundation</u>.

This IPS is not a contract. This contract. This IPS is intended to be a summary of an investment—philosophy that provides guidance for the Advisor.

ADVISOR CONTRACT

The -Advisor Contract Will typic ally typically be -awarded for an -initial three (3) year period with an option for one additional additional two (2) year renewal renewal. The decision decision to enter a new contract or engage in onan RFP process or other process shall be at the sole discretion of the Foundation Board. The Board may, at its disc retion discretion, choose to forego an RFP process or other process in favor of entering into a new contract withwith the existing a dviso radvisor. All fees shallshall be firm for the term of the contract and will be -included in any contract -agreement. -A performance review -will be cond ue ted annually conducted annually by the Foundation Finance & Investment Committee, or by any of its designated subcommittees.

If, for any reason, the Foundation should wish to discontinue the professional's services. professional's services, the Foundation with thirty -(30) days' days' written notice. may terminate the contract.

INVESTMENT OBJECTIVES

The The primary investment -objective for the Foundation's assets is to seek long term growth.

However, the Foundation does intend to withdraw 4% annually to provide provide for required distribution. The cash flow intentions of the Foundation are detailed in the Foundation's Spending Policy.

TIME HORIZON

For the -purposes of plannin,g

<u>planning</u>, the time horizon for <u>investment sinvestments</u> is <u>perpetuity</u>. The Foundation

recognizes that capital values fluctuate over shorter period speriods and the possibility of e ap ita lcapital loss does exist. However, historical asset class return data suggest that the risk of principal loss over a

holding period of at least ten years can be minimized with the long-term investment mix employed under -this IPS.

RISK TOLERANCE

The Foundation is a moderate risk taker with regard to these investment assets assets. The portfolio will be managed in a manner that see ksseeks to minimize principal flue tua tions fluctuations over the estab lished horizon and is consistent with the stated object ives. Fina ne ial stated objectives. Financial research has demonstrated that risk is best minimized through diversification of assets assets.

ASSET ALLOCATION

Academic rese archresearch suggests that the decision to allocate total assets among various asset classes will far outweigh security select ion selection and otherother decisions that impact portfolio performance. After After reviewing the long-term performance and risk characteristics of various various asset classes and balancing the risks and rewards of market behavior, the following asset following asset classes were selected to achieve the objectives of the Foundation's Foundation's Portfolio.

Table 1-1

Asset Category	Target _Allocation	Acceptable Range
CASH	_2%	1% 10%
FIXED INCOME	28%	20% - 40%
STOCKS	70%	60%-80%
TOTAL	100%	

^{*}International stocks not to exceed 17.5% of the total portfolio.

Updated Allocations

From time to time. it may be desirable to amend the basic allocation policy or ealeu lations. Calculations. When such change schanges are made, updates will be attached to this Investment Policy Statement as Appendix A and will be considered part of this Investment Policy Statement. The Advisor will provide to the Foundation the recommended or desired targeted allocation percentages. The recommendation will fall fall within the acceptable range as indicated in tab letable 1-1.

Portfolio Rebalancing

From time to time, market conditions may cause the portfolio's in vestment in various a sse tasset classes to vary from the -targeted allocation allocation. To rema in consistent remain consistent with the asset allocation guidelines

established established by this IPS, each asset class in which the portfolio invests shall be reviewed annually by the Advisor and reb alanced rebalanced back to the recommended weighting if the actual actual weighting varies by -3% or more from the recommended weighting (e.g., if the targeted allocation for for a

_particular asset class is 10% and the <u>actual_actual</u> is less <u>thanthan</u> 7% or more than 13%.%, that asset class will be <u>adju sted_adjusted</u> back to the targeted 10% <u>a lloca tionallocation</u> by either adding assets or distributing assets to or from the other <u>asset</u>asset classes.)

DIVERSIFICATION

Investment of the Foundation's funds shall be limited Investment of the Foundation's funds shall be limited to the following eatego ries categories:

Permitted Investment Categories

<u>4Permitted Investment Categories</u>

- 1. Cash and cash equivalents equivalents, including—money market funds
- 2. Fixed income assets
 - a) Bo n ds (corpora tea) Bonds (corporate, U.S. government, or government agency)
- b) Bank certificates of deposit
- 3. Stocks (Large and Small Small U.S. -basedbased and Foreign companies)

Excluded Categories Categories for Investment I. Investment

- 1. Derivatives
- 2. Natural resources
 - 3. Precious metals
- 3. Precious metals
- 4. <u>4. Venture cap ita leapital</u>

Investme n t Conc e nt ration

Investment Concentration

At a ll times there must be -a minimum -of three investment e atego ries represented categories represented among the Foundation's foundation's assets. The re shall there shall be no maximum limit to the number of categories. No individual security individual security held shall represent more than 14% of the total portfolio (The Foundation considers mutual funds and ETFs to be a security security).

INVESTMENT MONITORING AND CONTROL PROCEDURES

Reports

I. Advisor shall provide 1. Advisor shall provide the Foundation with a monthly report that lists allassets held all assets held by the Foundation, values for each asset and all transactions affecting assets within all transactions affecting assets within the portfolio portfolio, including add itions and withdraws withdraws.

- 2. Advisor shall provide 2. Advisor shall provide the Foundation on a quarterly passis and within 30 days of the end of of each calendar quarter, the following reports:
 - a) Portfolio performance results performance results over the last quarter quarter, year, 3 years and 5 years
 - b) Performance results of comparative benchmarks for the same periods; per formance shall be reported on a time-weighted basis.
- 3. Advisor shall assist in the deve lop men to finvestment policies in the development of investment policies, objectives and guidelines.
- 4. Advisor shall prepare asset allocation analyses as necessary and recommend asset allocation strategies with respect trecommend asset allocation strategies with respect to the Foundation's objectives.

5. Advisor 5. Advisor shall provide research on specific issues and opp ortunities and opportunities and assist the Found ation Foundation finance & Investment Committee in special tasks.

6. Advisor shall make tactical implementation decisions, including rebalancing, within the asset allocations ranges set 6. Advisor shall make tactical implementation decisions, including rebalancing, within the asset allocations ranges set by the Foundation and among investment managers with communication of such decisions and of such decisions and the rational at the next Foundation meeting. Such decisions will be tracked by by the Advisor who will Advisor who will report the results of of each of those decisions those decisions in its Investment Review provided Investment Review provided to the Foundation for Foundation for its quarterly meetings.

- 7. Advisor shall not ify shall notify the Foundation Finance & Investment Committee of any significant changes in portfolio managers, personnel or ownership of any investment management -firm hired by the Foundation.
- 8. <u>8. Advisor shall. overall, overall, be proactive with the Admin istration Administration</u> of the Foundation in the management of the Foundation's investments.

Mee ting

Ad visor shall Meeting

Advisor shall meet with the Foundation's Foundation's Finance and Investment Committee at least annually annually (or semi-annually if the Foundation chooses) in Order to give a detailed report as to activity activity in the investment account, manager selection, tactical changes in the asset a location weightings or other information the Foundation shall require.

Advisor shall also meet annually with the Foundation Board in September of each year to give a detailed report on the Foundation's investments. Foundation's investments.

ADOPTION

Ad op ted Adopted and Revised by the Foundation on this 16th 16th day of for June, 2015.

PI-NPD-1 (01-02)



AMember of the Tokio Marine Group

One Bala Plaza, Suite 1 00
Bola Cynwyd, Pennsylvania 19004
610.617.7900 Fax 610.617.7940
PHLY.com

FLEXIPLUS FIVE

NOT-FOR-PROFIT ORGANIZATION DIRECTORS & OFFICERS LIABILITY INSURANCE

EMPLOYMENT PRACTICES LIABILITY INSURANCE

FIDUCIARY LIABILITY INSURANCE

VORKPLACE VIOLENCEINSUR#JCE

INTERNET LIABILITY INSUR#JCE

Philadelphia Indemnity Insurance Company

Policy Number: PHSD1277934

DECURATIONS

NOTICE: EXCEPT TO SUCH EXTENT AS MAY OTHERWISE BE PROVIDED HEREIN, THIS POLICY ISWRITIEN ON A CLAIMS IMDE BASIS AND COVERS ONLY THOSE CLAIMSFIRST MADE DURING THE POLICY PERIOD AND REPORTED IN WRITING TO THE INSURER PURSUANT TO THE TERMS HEREIN. THE AMOUNTS INCURRED FOR DEFENSE COST SHALL BE APPLIED AOAINST. THE RETENTION.

Item 1. Pareri Organization

EXHIBIT "D"

Articles of Incorporation

FILED/EFFLORING

OI HAR -9 AM 8: 5 ARTICLES OF AMENDMENT
STATE OF STLEWIS-CLARK STATE COLLEGE
EDUCATIONALIASSISTANCE AND DEVELOPMENT FOUND
(now, LEWIS-CLARK STATE COLLEGE FOUNDATION) (now, LEWIS-CLARK STATE COLLEGE FOUNDATION, INC.)

WHEREAS, the members of Lewis-Clark State College Educational Assistance and Development Foundation, Inc., at a duly called meeting, after proper notice, adopted the following resolution amending and restating the Articles of Incorporation to change the name of the corporation and to conform those Articles to the provisions of the Idaho Non-Profit Corporations Act by the affirmative vote of all members present at such meeting, constituting a majority of the voting power of the members of the corporation entitled to vote, to wit:

BE IT RESOLVED that the Articles of Incorporation of Lewis-Clark State College Educational Assistance and Development Foundation, Inc., be, and the same are hereby, amended and restated in their entirety as follows:

AMENDED AND RESTATED ARTICLES

ARTICLE I **Preliminary Matters**

- 1.01 Name. The name of this corporation is LEWIS-CLARK STATE COLLEGE FOUNDATION, INC.
- 1.02 Nonprofit Status. This corporation is a nonprofit corporation.
- 1.03 Duration. The duration of this corporation shall be perpetual.

ARTICLE II Purposes

Charitable Scope of Purposes. This corporation is organized and shall be operated exclusively for charitable, scientific, literary, and educational purposes, within the meaning of §501(c)(3) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws (hereinafter called Internal Revenue Code"), and Treasury Regulations issued thereunder. This corporation shall serve the public interest, and no part of its assets or the income therefrom shall inure to the benefit of any private individual, except for payment of reasonable compensation for services rendered to the corporation. No substantial part of the activities of this corporation shall directly or indirectly consist of attempting to influence legislation by propaganda or otherwise, and the corporation shall not directly or indirectly participate in, or intervene (including the publishing or distributing of statements), any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these articles of incorporation, this corporation shall not conduct or carry on any activities not permitted to be conducted or carried on (a) by a corporation exempt from federal tax under§ 50l(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under § 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

- 2.02 Higher Education. In further limitation of the general charitable purposes set forth above, this corporation is organized and shall be operated for the purpose of advancing the goals of higher education. The goals of higher education shall be broadly construed to encompass the charitable, scientific, literary, artistic, educational, social and athletic objectives normally associated with nonsectarian institutions of higher education.
- 2.03 Lewis-Clark State College. The purposes of this corporation shall be accomplished primarily by encouraging, promoting, supporting, performing and carrying out the functions, programs, operations and purposes of Lewis-Clark State College, an institution of higher education and an agency of the State of Idaho with its principal campus located in Lewiston, Idaho, so long as it is an institution of higher education and an agency of the State of Idaho or an organization described in § 50l(c)(3) of the Internal Revenue Code, contributions to which are deductible under § 170(c)(2) of the Internal Revenue Code. By way of illustration and not limitation, it shall be within the purposes of this corporation to:
 - a. Funds. Coordinate fund raising activities on behalf of Lewis-Clark State College and receive, hold, invest and administer donations of every kind on its behalf.
 - b. Programs. Promote, support, develop, perform, carry out and extend the educational undertakings of Lewis-Clark State College, and in furtherance thereof, to support and conduct any and all charitable, scientific, literary, artistic, educational, social and athletic activities relating thereto.

- c. Facilities. Support, conduct and operate such activities as may be designed or intended to facilitate or enhance the educational, cultural, living and operational conditions at Lewis-Clark State College; to provide support for, maintain, enlarge, and extend the curricula, services, faculty, staff, and real or personal properties of Lewis-Clark State College.
- d. Financial Assistance. To provide financial or other assistance to the students, faculty and staff of Lewis-Clark State College in their efforts to acquire new knowledge and to extend the educational endeavors of Lewis-Clark State College.
- e. Cooperation. Promote cooperation, coordination with, and assistance to other charities in the area of Lewiston, Idaho, particularly schools and hospitals.

ARTICLE III Powers

- 3.01 Statutory Powers. This corporation shall have all rights and powers now given to nonprofit corporations generally under the laws of the State of Idaho, including those powers now set forth in § 30-3-23 of the Idaho Code, and all further and broader rights and powers which may in the future be given to nonprofit corporations generally under any subsequent laws of this state. No subsequent repeal or amendment of any such laws shall diminish or restrict those corporation's rights and powers.
- 3.02 Activities. In addition to raising funds and making grants, the corporation may, itself, actively conduct programs designed to accomplish the purposes set forth in Article II, above. Such activities may be engaged in for or on behalf of Lewis-Clark State College in order to assist it in performing its functions or carrying out its purposes.
- 3.03 Limitations. No part of the net earnings or assets of the corporation shall inure to the benefit of, or be distributable to, its members, directors, officers or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article II hereof. No substantial part of the activities of the corporation shall be for the purpose of carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in, (including the publishing and distribution of statements) any political campaign on behalf of any candidate for

public office. Notwithstanding any other provisions of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under § 50l(c)(3) of the Internal Revenue Code or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under §170(c)(2) of the Internal Revenue Code or the corresponding section of any future federal tax code.

ARTICLE IV No Members

The corporation shall not have any members.

ARTICLE V Board of Directors

The affairs of the corporation shall be managed by a Board of Directors. The number of directors serving on the Board of Directors shall be fixed in accordance with the corporation's Bylaws. Other than the directors constituting the initial board of directors, who are designated in these articles, the Directors shall be elected, appointed or designated in the manner and for the term or terms provided in the Bylaws of the corporation.

The names and street addresses of the persons constituting the initial board of directors are:

Name	Address
Niel Zimmerman	500 Eighth Street
President - LCSC	Lewiston, ID 83501
Rita Morris	500 Eighth Avenue
Provost and Academic Vice-President - LCSC	Lewiston, ID 83501
Dean Froehlich	500 Eighth Avenue
Vice-President of Administrative Services - LCSC	Lewiston, ID 83501
Richard Meier	500 Eighth Avenue
Vice-President of Student Affairs - LCSC	Lewiston, ID 83501
Barbara Bowen	601 Burrell Drive
President LCSC Alumni Association	Lewiston, ID 83501

ATTACHMENT 3

Gene Straughan

Faculty Senate Chair Elect- LCSC

Eugene Baldeck Appointed Director

Scott Arnone Appointed Director

Charles Brown Appointed Director

Bob DeVleming Appointed Director

Donna Doyle Appointed Director

Joe Hall

Appointed Director

Harriet Husemann Appointed Director

Jackie McIver Appointed Director

Sam Penney Appointed Director

Joe Stegner Appointed Director

A. L. Alford, Jr. Elected Director

Howard Hayes Elected Director P. O. Box 189 Colton, WA 99113

2214 Vineyard Lewiston, ID 83501

1445 G Street, Suite 101 Lewiston, ID 83501

322 Main Street Lewiston, ID 83501

P.O. Box 57 Lewiston, ID 83501

566 Crestline Circle Drive

Lewiston, ID 83501

1617 21st Street Lewiston, ID 83501

523 Cedar

Lewiston, ID 83501

835 Main Street Lewiston, ID 83501

P.O. Box 305 Lapwai, ID 83540

216 Prospect

Lewiston, ID 83501

505 C Street

Lewiston, ID 83501

P.O. Box 816

Lewiston, ID 83501

Darrel Inman Elected Director

Terry Kolb

Elected Director

William Mannschreck Elected Director

Eadie Saxton Elected Director

Marilyn Stonebraker Elected Director

Charles F. Woods Elected Director

John Young Elected Director P.O. Box 856

Lewiston, ID 83501

P.O. Box 937

Lewiston, ID 83501

2956 Mayfair Ridge Lewiston, ID 83501

1035 29th Street Lewiston, ID 83501

1224 Third Street Lewiston, ID 83501

308 Main Street Lewiston, ID 83501

P.O. Box 917 Lewiston, ID 83501

ARTICLE VI Registered Agent

- 6.01 Registered Office. The street address of the initial registered office of this corporation is the office of the Vice-President for Administrative Services, Lewis-Clark State College, Eighth Avenue and Sixth Street, Lewiston, ID 83501.
- 6.02 Registered Agent. The name and initial registered agent of the corporation at such street address is Dean A. Froehlich.

ARTICLE VII. Distribution on Dissolution

Upon dissolution or winding up of the corporation, its assets remaining after payment, or provision for payment of all debts and liabilities of this corporation shall be to the Idaho State Board of Education, as the Board of Trustees of Lewis-Clark State College; provided, however, that if at such time Lewis-Clark State College or its successor in interest is not an agency of the State of Idaho or an exempt organization described in § 501(c)(3) of the Internal Revenue Code or has substantially failed or abandoned its operations or been

dissolved, then the remaining assets of the corporation shall be distributed to such other agencies of the State of Idaho or non-profit fund foundation or corporation involved in higher education which is organized and operated exclusively for charitable purposes and which has established its tax exempt status under § 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, as the Board of Directors may direct. Any such assets not distributed shall be distributed by the district court of the county in which the principal office of the corporation is then located, excluding for any purposes or to such organizations as the court shall determine to be consistent with the purposes of the corporation.

ARTICLE VIII. Bylaws

Provisions for the regulation of the internal affairs of the corporation shall be set forth in the Bylaws. The Board of Directors of the corporation shall be authorized to amend the corporation's Bylaws at a properly noticed special or regular meeting of the Board of Directors.

ARTICLE VIX. Amendment of Articles

This corporation reserves the right to amend, alter, change or repeal any provisions contained in these articles of incorporation in any manner now or hereafter prescribed or permitted by statute.

IN WITNESS WHEREOF, the duly undersigned officers have signed and attested these Articles of Amendment.

DATED this 20th day of Telyvon 2001.

LEWIS-CLARK STATE COLLEGE EDUCATIONAL ASSISTANCE AND DEVELOPMENT FOUNDATION

BY Edith K. Saylon President

Attest:

-7-



Olive 773

Nº 18 62 8 1 ATA

LEWIS-CLARK STATE COLLEGE
EDUCATIONAL ASSISTANCE AND DEVELOPMENT FOUNDATION
ARTICLES OF INCORPORATION

APRIL 1984

LEWIS-CLARK STATE COLLEGE EDUCATIONAL ASSISTANCE AND DEVELOPMENT FOUNDATION ARTICLES OF INCORPORATION

Table of Contents

		Page
ARTICLE I	Preliminary Matters	, 1
1.01	Name	1
1.02	Nonprofit status	1
1.03	Nonprofit status	1
ARTICLE II	Purposes	1
2.01	Charitable scope of purposes	1
2.02	Higher education	2
2.03	Lewis-Clark State College	2
ARTICLE III	Powers	3
j.01	Statutory powers	3
3.02	Activities	3
3.03	Limitations	3
ARTICLE IV	Members	3
4.01	Management authority	3
4.02	Apportionment of voting rights among classes	3
4.03	Compensation	3
4.04	Notice of organization meeting	4
ARTICLE V	Directors	4
ARTICLE VI	Principal Organizer	4
6.01	Name	4
6.02	Address	4
ARTICLE VII	Registered Office and Registered Agent	4
7.01	Registered office	4
7.02	Registered agent	4
ARTICLE VII	I Amendment of Articles	4
ARTICLE IX	Dissolution	4
ARTICLE X	Incorporator	5
10.01	Name	5
10.01	Address	5

EDUCATIONAL ASSISTANCE AND DEVELOPMENT FOUNDATION, $\mathcal{D}_{\mathcal{H}^{C}}$. ARTICLES OF INCORPORATION

ROBERT P. BROWN, Esquire, being over the age of twenty-one (21) years, for the purpose of forming a corporation under the provisions of the Idaho Nonprofit Corporation Act, Title 30, Chapter 3 of the Idaho Code, hereby adopts these articles of incorporation:

ARTICLE I Preliminary Matters

- 1.01 Name. The name of this corporation is LEWIS-CLARK STATE COLLEGE EDUCATIONAL ASSISTANCE AND DEVELOPMENT FOUNDATION.
- 1.02 Nonprofit status. This corporation is a nonprofit corporation.
- 1.03 <u>Duration</u>. The duration of this corporation shall be perpetual.

ARTICLE II Purposes

2.01 Charitable scope of purposes. This corporation is organized and shall be operated exclusively for charitable, scientific, literary, or educational purposes, within the meaning of $\S501(c)(3)$ of the Internal Revenue Code of 1954, as amended, or corresponding provisions of any subsequent Federal tax laws (hereinafter called Internal Revenue Code"), and Treasury Regulations issued thereunder. This corporation shall serve the public interest, and no part of its assets or the income therefrom shall inure to the benefit of any private individual, except for payment of reasonable compensation for services rendered to the corporation. No substantial part of the activities of this corporation shall directly or indirectly consist of attempting to influence legislation by propaganda or otherwise, and the corporation shall not directly or indirectly participate in, or intervene in (including the publishing or distributing of statements), any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these articles of incorporation, this corporation shall not conduct or carry on any activities not permitted to be conducted or carried on by an exempt organization described in \$501(c)(3) of the Internal Revenue Code, contributions to which are deductible under \$170(c)(2) of the Internal Revenue Code.

- 2.02 <u>Higher education</u>. In further limitation of the general charitable purposes set forth above, this corporation is organized and shall be operated for the purpose of advancing the goals of higher education. The goals of higher education shall be broadly construed to encompass the charitable, scientific, literary, artistic, educational, social and athletic objectives normally associated with nonsectarian institutions of higher education.
- 2.03 Lewis-Clark State College. The purposes of this corporation shall be accomplished primarily by encouraging, promoting, supporting, performing and carrying out the functions, programs, operations and purposes of Lewis-Clark State College, an institution of higher education and an agency of the State of Idaho with its principal campus located in Lewiston, Idaho, so long as it is an institution of higher education and an agency of the State of Idaho or an organization described in §501(c)(3) of the Internal Revenue Code, contributions to which are deductible under §170(c)(2) of the Internal Revenue Code. By way of illustration and not limitation, it shall be within the purposes of this corporation to:
 - a. Funds. Coordinate fund raising activities on behalf of Lewis-Clark State College and receive, hold, invest and administer donations of every kind on its behalf.
 - b. <u>Programs</u>. Promote, support, develop, perform, carry out and extend the educational undertakings of Lewis-Clark State College, and in furtherance thereof, to support and conduct any and all charitable, scientific, literary, artistic, educational, social and athletic activities relating thereto.
 - c. <u>Facilities</u>. Support, conduct and operate such activities as may be designed or intended to facilitate or enhance the educational, cultural, living and operational conditions at Lewis-Clark State College; to provide support for, maintain, enlarge, and extend the curricula, services, faculty, staff, and real or personal properties of Lewis-Clark State College.
 - d. <u>Financial assistance</u>. To provide financial or other assistance to the students, faculty and staff of Lewis-Clark State College in their efforts to acquire new knowledge and to extend the educational endeavors of Lewis-Clark State College.
 - e. <u>Cooperation</u>. Promote cooperation, coordination with, and assistance to other charities in the area of Lewiston, Idaho, particularly schools and hospitals.

ARTICLE III Powers

- 3.01 Statutory powers. This corporation shall have all rights and powers now given to nonprofit corporations generally under the laws of the State of Idaho, including those powers now set forth in §30-307 of the Idaho Code, and all further and broader rights and powers which may in the future be given to nonprofit corporations generally under any subsequent laws of this state. No subsequent repeal or amendment of any such laws shall diminish or restrict this corporation's rights and powers.
- 3.02 Activities. In addition to raising funds and making grants, the corporation may, itself, actively conduct programs designed to accomplish the purposes set forth in Article II, above. Such activities may be engaged in for or on behalf of Lewis-Clark State College in order to assist it in performing its functions or carrying out its purposes.
- 3.03 <u>Limitations</u>. No power or authority shall be exercised by this corporation in any manner or for any purpose which is not permitted for an exempt organization described in §501(c)(3) of the Internal Revenue Code, contributions to which are deductible under §170(c)(2) of the Internal Revenue Code.

ARTICLE IV Members

- 4.01 Management authority. The management of the affairs of this corporation shall be vested in its members pursuant to Section 30-314(c) of the Idaho Code.
- 4.02 Apportionment of voting rights among classes. All voting rights shall be exercised by a single class of membership designated "trustee members", with each trustee member entitled to one (1) vote on each matter submitted to a vote at a meeting of such members. The bylaws of the corporation may provide for the designation of any one or more classes of nonvoting members. Except as set forth in these Articles of Incorporation, the designation, number, qualifications, terms of office, manner of selection, time and place of meetings, rights, powers, and duties of the members of each class shall be prescribed in the bylaws of the corporation.
- 4.03 Compensation. No member of the corporation shall receive any compensation for his or her services as a member of the corporation, but the corporation may pay reasonable compensation to any person, including a member of the corporation, for other services actually rendered to the corporation.

4.04 Notice of organization meeting. Actual personal notice of the organization meeting of the members of the corporation shall be sufficient notice pursuant to Section 30-324(b) of the Idaho Code.

ARTICLE V Directors

There shall be no directors of the corporation, the management of the affairs of the corporation being vested in the trustee members pursuant to Section 30-314 of the Idaho Code.

ARTICLE VI Principal Organizer

- 6.01 Name. The name of the principal organizer of this corporation is LEE A. VICKERS, who is over the age of twenty-one (21) years.
- 6.02 Address. The street address of the principal organizer is Office of the President, 8th Avenue and 6th Street, Lewiston, Idaho 83501.

ARTICLE VII Registered Office and Registered Agent

- 7.01 Registered office. The street address of the initial registered office of this corporation is Office of the President, Lewis-Clark State College, 8th Avenue and 6th Street, Lewiston, Idaho 83501.
- 7.02 <u>Registered agent</u>. The name of the initial registered agent at such street address is LEE A. VICKERS.

ARTICLE VIII Amendment of Articles

This corporation reserves the right to amend, alter, change or repeal any provisions contained in these articles of incorporation in any manner now or hereafter prescribed or permitted by statute.

ARTICLE IX Dissolution

In the event of termination, dissolution or liquidation of this corporation, the net assets remaining after payment of all debts and obligations of the corporation shall be transferred and conveyed exclusively to Lewis-Clark State College or its successors-in-interest; provided, however, that if at such time Lewis-Clark State College or its successor-in-interest is not an agency of the State of Idaho or an exempt organization described in $\S 501(c)(3)$ of the Internal Revenue Code, or has substantially failed or abandoned its operations or been dissolved, then the

remaining assets of this corporation shall be distributed to such other agencies of the State of Idaho and exempt organizations described in §501(c)(3) of the Internal Revenue Code involved in higher education as the board of directors may direct.

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ARTICLE X Incorporator

- 10.01 Name. The name of the incorporator of this corporation is ROBERT P. BROWN, Esquire, who is over the age of twenty-one (21) years.
- 10.02 Address. The street address of the incorporator is 13th and Idaho Streets, Lewiston, Idaho 83501.

IN WITNESS WHEREOF, the incorporator has signed these Articles of Incorporation in duplicate this 2nd day of April, 1984.

ROBERT P. BROWN, Incorporator

STATE OF I D A H O) : ss.
County of NEZ PERCE)

On this 2nd day of April, 1984, before me the undersigned, a notary public in and for the State of Idaho, personally appeared ROBERT P. BROWN, known to me to be the person whose name is subscribed to the within and foregoing instrument and acknowledged to me that he executed the same.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal the day and year first above written.

(SEAL)

Botty & Knight
Notary Public in and for the State of Idaho, Residing at Lewiston, therein.

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EXHIBIT "E"

Bylaws

AMENDED AND RESTATED BYLAWS OF LEWIS-CLARK STATE COLLEGE FOUNDATION, INC.

ARTICLE I. In General

and Address:

Item 3.

- 1.01 Nature of Bylaws. The following paragraphs contain provisions for the regulation and management of LEWIS-CLARK STATE COLLEGE FOUNDATION, INC., a nonprofit corporation organized and operating under the laws of the State of Idaho.
- 1.02 Conflicts. In the event that there is a conflict between a provision of these Bylaws and a mandatory provision of the laws of the State of Idaho, or the Articles of Incorporation of the corporation, then the mandatory provision of the laws of the State of Idaho, or the Articles of Incorporation shall control.

ARTICLE II. Principal Office

2.01 Principal Office. The principal office of the corporation in the State of Idaho shall be located at Lewis-Clark State College Foundation
2.500 8th Ave
Avenue Lewiston, ID 83501—2691

Internet Address: www. lcsc . ed u

Limits of Liability:

Item 2. Polio, Period: From: 09/11/2017 To:09/11/2018
(12:01 A.M. local. The corporation may have such other offices, either within or without the State of Idaho, as the Directors may designate from time at the address shown in Item 1.)to time.

(A) Part 1, D&O Liability: \$ 1,000,000 each Policy Period. (B) Part 2, Employment Practices: \$ each Policy Period. (C) Part 3, Fiduciary Liability: \$ each Policy Period. (D) Part 4, Workplace VIOience: \$ each Policy Period.

) Part 5, Internet Liability: \$ each Policy Period.

Aggegl!te, All Parts: \$ 1,000,000 each Policy Period.

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EXHIBIT E

LEWIS-CLARK STATE COLLEGE FOUNDATION, INC.

Committee or Task Force Descriptions

ARTICLE III. Non-Director Members

- 3.01 Foundation Members. In addition to the Directors as defined in Article IV below, the corporation may recognize a class of benefactors and supporters designated as "Foundation Members", which class may be further subdivided into any number of subclasses as may be determined by the Directors.
- 3.02 No Management Authority or Voting Rights. Foundation Members, as described in 3.01 above, shall have no authority to manage the affairs of the corporation, and shall not be entitled to vote on any matter relating to the corporation. Foundation Members shall have the right to attend and participate in meetings of the Directors.
- 3.03 Rights and Privileges. Except as may be otherwise provided in these Bylaws or the Articles of Incorporation, Foundation Members shall have such recognition, rights, privileges as may be determined by the Board of Directors. Foundation Members are invited to attend meetings of the Board of Directors.
- 3.04 Selection. Individuals or organizations who are interested in the objectives and purposes of the corporation may be admitted as Foundation Members by majority vote of the Directors upon meeting such qualifications as may be determined by the Directors.
- 3.05 Designated Members. The following individuals shall serve as Designated Members by virtue of their offices, to serve for the term of their respective offices. Designated Members do not have voting rights.
- a. The President of Lewis-Clark State College.
- b. The Provost and Vice President for Academic Affairs of Lewis-Clark State College.
- c. The Vice President for Finance and Administration of Lewis-Clark State College.
- d. The Foundation Treasurer as appointed by Lewis-Clark State College with the consent of the Foundation.
- e. The Faculty Senate Chair Elect of the Lewis-Clark State College Faculty Association.
- f. The Lewis-Clark State College Alumni Association Board Representative.
- g. The Vice President of Student Affairs of Lewis-Clark State College.
- 3.06 Membership Roster and Certificates. The corporation shall maintain a roster of Foundation Members, and may issue certificates, cards, or other evidence of association.
- 3.07 Personal Status of Association. Association as a Foundation Member shall be personal to the associate admitted, and shall not survive the death of any individual associate nor be transferred by any means whatsoever.
- 3.08 Resignation. A Foundation Member may resign at any time by written notice to the corporation.
- 3.09 Removal. Association as a Foundation Member may be reviewed for any action which is detrimental to the best interests of the corporation, or for failure to actively support corporate purposes, or to actively participate in corporate activities. Removal shall require the affirmative vote of a majority of the Directors.

ARTICLE IV. Directors

- 4.01 General Powers. All corporate powers shall be exercised by or under the authority of the Board of Directors. The business and affairs of the corporation shall also be managed under the direction of the Board of Directors, except as otherwise provided in the Idaho Non-Profit Corporation Act or the Articles of Incorporation.
- **4.02 Presumption of Assent.** A Director of the corporation who is present at a meeting of its Board of Directors at which any action on any corporate matter is taken shall be presumed to have assented to the action unless such Director's

dissent shall be entered in the minutes of the meeting or unless such Director shall file such Director's written dissent to such action with the secretary of the meeting before the adjournment thereof or shall forward such dissent by certified or registered mail to the secretary of the corporation within three days after the adjournment of the meeting. Such right of dissent shall not apply to a Director who voted in favor of such action.

- **4.03 Qualification.** Directors need not be officers of the corporation nor residents of the State of Idaho.
- 4.04 Elected Directors. The corporation shall have such Directors as may be elected by majority vote of the Directors, as then constituted, at the annual meeting of Directors. The number of such elected Directors serving at any time shall, in no event, exceed thirty (30). Each Director, including the Director whose terms are expiring, shall have the right to vote for as many persons as there are Directors to be elected, but no Director shall be entitled to cumulate his or her votes.
- 4.05 Terms of Elected Directors. The terms of the Elected Directors pursuant to Article 4.04 shall serve for a period of three (3) years until the annual meeting in the year in which their respective terms expire and until their successors are duly appointed or elected and qualified.
- **4.06 Resignation.** Any Director may resign at any time giving written notice to the corporation. Any such resignation shall take effect at the time specified therein, or if the time be not specified, upon its acceptance by the corporation.
- 4.07 Removal. An elected or appointed Director may be removed from office prior to expiration of the term of office by the vote of at least two-thirds (2/3) of the Directors other than the Director voted upon, at any regular or special meeting of Directors. Unexcused absences from two (2) consecutive meetings of the Directors shall be cause for consideration of removal of a Director. The Designated Director is not subject to removal.
- 4.08 Vacancies. A vacancy among the Directors shall be deemed to exist upon death, resignation or removal of a Director. The vacancy of a Director shall be filled by his or her successor in office at the time the office is assumed. The vacancy of a Designated Director shall be filled by appointment of the Executive Committee. A Director appointed or elected to fill a vacancy shall serve the unexpired term of his predecessor in office.
- **4.09 Place of Meetings.** All meetings of the Directors shall be held at the principal office of the corporation or at such other place, either within or without the State of Idaho, as the Directors may, from time to time, direct.
- **4.10 Organization of Meeting.** The president of the corporation shall act as chairman of meetings of Directors. In the absence of the president, the next Officer shall act as chairman: vice president, then secretary, respectively.
- 4.11 Annual Meetings. The annual meetings of the Directors shall be held in the spring each year. In the event that such annual meeting is omitted by oversight or otherwise, it may be held at a subsequent special meeting called in accordance with the provisions of these Bylaws and the laws of the State of Idaho, and any business transacted or elections held at such meetings shall be valid as if transacted or held at the annual meeting.
- **4.12** Special Meetings. A special meeting of the Directors may be called at any time by the president, and shall be called by the president upon the written request of a majority of the Directors.
- 4.13 Notice of Meetings. Written notice of each meeting of Directors stating the place, day or hour of the meeting and, in the case of a special meeting, the purpose or purposes for which the meeting is called, shall be delivered not less than two (2) days before the date of the meeting. Exceptions may occur with extenuating circumstances. If mailed, such notice shall be deemed to be delivered three (3) days after they are deposited in the United States Mail addressed to the Director at his or her address as it appears on the records of the corporation, with postage paid thereon.

Attendance of a Director at a meeting shall constitute a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business on the grounds that the meeting is not lawfully called or convened. The Directors may waive notice of any meeting, and written waiver of notice executed either before or after the meeting shall be sufficient.

Any adjournment or adjournments of an annual or special meeting to another time and place may be held without new notice being given.

4.14 Quorum. A simple majority (defined as 51% or more) of the voting Directors shall constitute a quorum for the transaction of business. The act of a majority (defined as 51% or more) of the Directors present at a meeting at which a quorum is present shall be the act of the Directors.

Foundation Members and Designated Members shall not be considered to constitute a quorum and do not have voting rights.

If, at any meeting of the Directors, there shall be less than a quorum present, those present may adjourn the meeting without notice other than by announcement at the meeting. If, subsequently additional directors arrive and a quorum is present, such meeting can be re-convened and any business may be transacted which might have been transacted at the meeting as originally notified.

4.15 Action Without a Meeting. Any action required to be taken at a meeting of the Board of Directors, or any action that may be taken at a meeting of the Directors or of a committee, may be taken without a meeting if a consent in writing, setting forth the actions so taken, shall be signed by a simple majority of the Directors, or by a simple majority of

the Executive Committee

The Executive Comm it tee is c ha ired by the President of the Found atio n Board.

The members of the Executive Comm ittee committee, as the case may be. Such consent shall have the same effect as a unanimous vote.

- 4.16 Powers and Duties. The Directors shall establish policies and have the general management, control and direction of all the business and affairs of the corporation and of all its undertakings to the fullest extent permitted by law. In addition to all powers granted by law, Directors shall have power and authority:
- a. To call meetings of the Directors whenever deemed proper or necessary.
- b. To elect officers of the corporation, to appoint such employees or agents as they deem necessary or proper, to confer upon any officer the power to appoint, remove and suspend officers, employees and agents, and to similarly remove any officer, employee or agent with or without cause.
- c. To determine the policies of the corporation and to make such rules and regulations as may be deemed necessary or proper for the government and guidance of the officers, employees and Directors of the corporation, not inconsistent with the laws of the State of Idaho, the Articles of Incorporation, these Bylaws or the Operating Agreement.
- d. To oversee the security and safekeeping of endowment funds to insure that the same are invested in accordance with the Uniform Prudent Management of Institutional Funds Act as adopted by the State of Idaho and in a manner consistent with the objectives of the corporation. These duties include cooperation with any investment committee or external investment advisors that may be designated by the Directors.
- e. To purchase or otherwise acquire, and to sell, convey, and otherwise dispose of assets on behalf of the corporation at such prices and upon which terms as the Directors may deem appropriate.
- f. To approve payment for such property, rights or privileges, in whole or in part, with money or other securities of the corporation, or by delivery of other property of the corporation.
- g. To approve an action to borrow money and incur indebtedness; to create, make and issue mortgages, deeds of trust, trust and annuity agreements and negotiable or transferable instruments and securities; to do every other act necessary to effectuate the same.
- h. To hold, operate, leave, invest, reinvest and otherwise manage real and personal property of every kind and description.
- i. To fix the compensation, fringe benefits and emoluments of officers and other employees in accordance with noted Article VI.
- j. To select one or more financial institutions to act as depositor of the funds of the corporation and to determine the manner of receiving, depositing and disbursing the funds of the corporation.
- k. To determine by whom and in what manner the corporation bills, notes, receipts, acceptances, endorsements, checks, releases, contracts or other documents shall be signed, and to confer and delegate such power.
- 1. To do everything necessary or proper for the carrying out of the objects and purposes of the corporation as set forth in the Articles of Incorporation.

Notwithstanding the general delegation of authority granted, the Directors shall support and assist the College in fundraising and donor relations. In carrying out its purposes the Foundation Directors shall not engage in activities that conflict with federal or state laws, rules and regulations (including but not limited to all applicable provisions of the Internal Revenue Code and corresponding Federal Treasury Regulations), applicable policies of the Idaho State Board of Education or the role and mission of the College.

4.17 Executive Committee. There shall be an executive Committee which shall have and may exercise all of the authority of the Directors other than in reference to amendment of the Articles of Incorporation, adoption of a plan of merger or consolidation of the corporation, the sale, lease, exchange or other disposition of all or substantially all the assets of the corporation otherwise than in the usual and regular course of its activities, a voluntary dissolution of the corporation or a revocation thereof, or amendment of the Bylaws of the corporation. The members of this committee shall be: The officers of the Board, the Immediate Past President, all chairs of approved committees or task forces and other members as designated.

All action of the executive committee shall be reported to the Directors at its next meeting succeeding such action, and shall be subject to revision or alteration by the Directors, provided that no rights or acts of third parties shall be affected by any such revision or alteration.

A quorum at any meeting of the executive committee shall consist of a simple majority of the Executive Committee Members.

4.18 Scholarship Committee. The Directors may designate two or more members as a scholarship committee. These committees, to the extent provided in the resolution below, shall have and exercise the authority of the Directors in the management of the corporation.

To promote the Foundation Scholars Program:

- a. Establish and maintain scholarship criteria and policies including approval/disapproval of any exceptions to policy
- b. Select scholarship recipients on an annual basis
- c. Provide to the Finance & Investment Committee any information that could impact the amount of the annual scholarship award and/or the number of new scholarships to be given
- d. Provide support, encouragement and develop rapport with individual Foundation Scholars through attendance at social functions such as the orientation at the beginning of the academic year, a winter holiday party, a reception at the LCSC President's home, and/or through a graduation recognition event
- e. Maintain long-term contact with Foundation Scholars, at the minimum annually, in recognition that these scholars are the future ambassadors for the Foundation

To meet as often as required to review other scholarship applications as requested and select recipients in accordance with established individual scholarship criteria

To participate in the annual Scholarship Luncheon to honor LCSC Foundation and Alumni Association scholarship recipients and donors.

4.19 Finance & Investment Committee. The Directors may designate two more members as the Finance & Investment Committee. These committees, to the extent provided in the resolution below, shall have and exercise the authority of the Directors in the management of the corporation.

Finance & Investment Committee of the Foundation shall have the following responsibilities:

- a. Oversight of endowment investments. Allocate investments among assets classes according to the investment policy statement. Review the performance of investment portfolio and advisor at least annually.
- b. Approve annual distribution of endowments according to the foundation spending policy. For underwater endowments determine if distribution will be paid. If underwater endowment distributions are made, determine the source of funding, including General Unrestricted Funds, Bryden Canyon Quasi-Endowment or other funding sources.
- Select the number of Foundation scholar scholarships awarded to freshman each year. For scholarships awarded in
 excess of funds available in the Foundation Scholars Program, determine if distribution will be paid from General
 Unrestricted Funds, Bryden Canyon Quasi-Endowment or other funding sources.
- d. Review financial reports and examine fund balances. Develop the annual operating budget two months before the start of each fiscal year.
- e. Approve charitable gift annuities established with gifts of more than \$100,000 per beneficiary. For annuities established with gifts of more than \$200,000 per beneficiary, submit recommendation for full board approval.
- f. Approve acceptance of gifts of assets other than cash. For noncash gifts in excess of \$200,000, submit recommendation for full board approval. Acceptance of marketable securities does not require approval by the committee. Marketable securities will be liquidated immediately upon receipt.
- 4.20 Other Committees or Task Forces. The Directors may designate and appoint one or more standing committees or task forces, each of which shall consist of two (2) or more Directors. These committees, to the extent provided in such resolution, shall have and exercise the authority of the Directors in the management of the corporation.

ARTICLE V. Officers

- **5.01 Qualification.** An Officer must be a Director of the corporation with the exception of the Treasurer, who may be a Designated Member as described in Section 3.05.
- 5.02 Offices. The offices of the corporation shall consist of president, vice president, secretary, and treasurer and such other offices as the Directors may choose to appoint.
- 5.03 Election. The officers of the corporation, with the exception of the Treasurer, shall be elected by the Directors at the organizational meeting of Directors and at such annual meeting of Directors thereafter. Officers shall be elected or appointed for a term extending for two years until the next annual meeting of the Directors and shall serve until their successors shall have been duly elected and qualified.
- 5.04 Duties of President. The president shall be the chief executive officer of the corporation and shall attend and preside at all meetings of the Directors and any executive committee of the Directors. The president shall have responsibility for the planning and implementation of the corporation's activities and the appointment of employees of the corporation, subject to the advisement and approval of the Directors. The president or vice-president, unless some other person is specifically authorized by vote of the Directors, shall sign all bonds, deeds, mortgages, contracts and other documents of the corporation. The president shall perform all the duties commonly incident to such office and shall perform such other duties as the Directors shall designate.
- <u>5.05</u> <u>Duties of a Vice President.</u> The vice president shall perform the duties and have the powers of the president during his or her absence or disability. A vice president shall perform such other duties and have such others powers as the <u>Directors may designate.</u>
- 5.06 Duties of the Secretary. The secretary shall ensure accurate minutes of all meetings of the foundation members and the Directors are maintained. The secretary shall attend to the giving and serving of all notices of the corporation, shall have custody of all the original records, papers, files and books of the corporation (except books of accounts and valuable papers properly in the custody of the treasurer); shall attest all instruments in writing executed in the name of the corporation and requiring his or her signature; and shall, in general, perform all the duties incident to the office of secretary and such other duties as the Directors shall designate. In the absence of the secretary, an assistant secretary or a secretary pro tempore shall perform such duties.
- 5.07 Duties of Treasurer. The treasurer, subject to the order of the Directors, shall have the care and custody of the funds and valuable papers of the corporation in such bank or banks as the Directors shall designate. The treasurer shall have and exercise, under the supervision of the Directors, all the powers and duties commonly incident to such office and give bond in such form and with such sureties as may be required by the Directors. The treasurer shall keep accurate books of account of the corporation's transactions, which shall be the property of the corporation, and, together with all its property in his or her possession, shall be subject at all times to the inspection and control of the Directors.
- 5.08 Duties of Executive Director. The executive director shall be given the necessary authority and responsibility to operate the affairs of the corporation and all its activities subject to such policies as may be adopted and such orders as may be issued by the Directors or by any committee or task force to whom they have delegated power for such action. He or she shall act as the duly authorized representative of the Directors in all matters in which the Directors have not formally designated some other person to act.

The authorities and duties of the executive director shall include the responsibility for:

- a. Carrying out all policies established by the Directors.
- Developing and submitting to the Directors for approval of plans and strategies for the corporation's affairs, including public relations, soliciting donations, and other matters intended to carry out the objectives of the corporation.
- c. Preparing an annual budget showing the expected receipts and expenditures as required by the Directors.
- d. Selecting and managing staff and developing and maintaining personnel policies and practices.
- e. Presenting to the Directors, or their authorized committee, periodic reports reflecting the operating and financial activities of the corporation and the preparation and submission of such special reports as may be required by the Directors.
- f. Attending all meetings of the Directors and committees.
- g. Performing such other duties as may be necessary and in the best interest of the corporation.

- 5.09 Other Officers. The duties of the additional officers, other than as defined in the Bylaws of the corporation, shall be prescribed and defined by the Directors.
- 5.10 Authority to Sign Checks. All checks, drafts or other orders for payment of money, note or other evidence of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents of the Corporation as provided in these Bylaws or in such manner as shall be determined by the Board of Directors.
- 5.11 Resignation. Any officer may resign at any time by giving written notice to the corporation, to the Directors, to the president, or to the secretary of the corporation. Any such resignation shall take effect at the time specified therein, or if the time be not specified, upon its acceptance.
- **5.12 Removal.** Any officer or agent may be removed at any time by action of the Directors.
- 5.13 Vacancies. Any vacancy among the officers of the corporation shall be selected by the executive committee subject to the authority of the Directors to approve, disapprove or fill the vacancy themselves.

ARTICLE VI. Compensation and Indemnification

- 6.01 Compensation of Directors. Directors shall not be compensated.
- 6.02 Compensation of Officers. The president, vice president, secretary and treasurer shall receive no compensation.
- 6.03 Repayment. Any payments made to an employee of the corporation for compensation, salary, bonus, interest, rent or expense incurred by him or her, which shall be determined to be unreasonable in whole or in part by the Internal Revenue Service pursuant to Section 4941(d) (2) (E) of the Internal Revenue Code shall be reimbursed by such employee to the corporation to the full extent of such determination of unreasonableness. It shall be the duty of the Directors to enforce repayment of each such amount. In lieu of repayment by the employee, subject to the determination of the Directors, amounts may be withheld from the employee's future compensation or expense reimbursement payments until the amount owed to the corporation shall have been recovered.
- 6.04 Indemnification. Any person who serves on behalf of the Foundation as a director, employee, chairperson or member of any committee, or as a director, trustee or officer of another corporation, shall be deemed to be the Foundation's agent for purposes of this Article and shall be indemnified by the Foundation against expenses (including attorney's fees), judgments, fines, excise taxes and amounts paid in settlement actually an reasonably incurred by such person who was or is a party or threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or a derivative action, by reason of such service, provided such person acted in good faith and in a manner that he or she reasonably believe to be in the best interest of the foundation and, with respect to any criminal action proceeding, had no reasonable cause to believe his or her conduct was unlawful.

ARTICLE VII. Gifts to Corporation

- 7.01 In General. Donors may make gifts to the corporation by naming or otherwise identifying the corporation. Gifts shall vest in the corporation upon receipt and acceptance by it, whether signified by a Director, officer, employee or agent of the corporation.
- 7.02 Acceptance of Governing Documents. Each donor, by making a gift to the corporation, accepts and agrees to all of the provisions of the Articles of Incorporation and these Bylaws.

ARTICLE VIII. Miscellaneous

- 8.01 Books and Records. The corporation shall keep accurate and complete books and records of account and shall keep minutes of the proceedings of its Directors and committees having any authority of the Directors. All books and records of the corporation may be inspected by any Director for any proper purpose at any reasonable time.
- **8.02** Parliamentary Procedure. Parliamentary Procedure shall be the code that governs the procedures of the Foundation Board of Directors' meetings.

- **8.03** Corporate Seal. There shall be no seal of the corporation, and all contracts and other papers of the corporation shall be authenticated without any corporate seal.
- **8.04 Waiver of Notice.** Whenever any notice whatsoever is required to be given by these Bylaws, or the Articles of Incorporation, or any of the nonprofit corporation laws of the State of Idaho, a waiver thereof in writing, signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be equivalent to the giving of such notice for all purposes.
- 8.05 Contracts and Conveyances. All contracts, deeds, conveyances, negotiable instruments and other instruments of like character which have first been approved by the Directors shall be signed by the president or vice president and the secretary or an assistant secretary, or otherwise as directed by the Directors. No contract of any officer of the corporation shall be valid without previous authorization or subsequent ratification of the Directors.
- **8.06** Fiscal Year. The Foundation shall operate on a fiscal year beginning July 1st and ending June 30th.
- **8.07 Dissolution.** The corporation exists for the sole purpose of providing support to Lewis-Clark State College (the "College"). Given the significant administrative contribution provided to the corporation by the College, in the event that the corporation ceases to provide such support, the corporation may be dissolved and all assets and records will be distributed exclusively to the College or its successor in interest pursuant to the Articles of Incorporation.
- **8.08** Amendment. These bylaws may be altered, amended or repealed at any regular or special meeting of the Directors, provided a quorum is present and provided further that notice of the substance of the proposed amendment shall be submitted to each Director within the same time and in the same manner prescribed for notice of the meeting.

CERTIFICATION

We, the undersigned President, Vice President and Secretary of the Lewis-Clark State College Foundation, Inc. an Idaho Corporation, do hereby certify that the foregoing Bylaws supersede all prior Bylaws, amended or restated, were duly adopted as the restated Bylaws of said corporation at a duly constituted meeting of the members of the corporation at which a quorum was present, in person or by proxy, said meeting, held March 17, 2015, and that the same do now constitute the Bylaws of said corporation.

EXHIBIT "F"

Conflict of Interest Policy

Lewis-Clark State College Foundation Policy on Conflict of Interest CONFLICTS OF INTEREST POLICY

No board member shall use his or her position, or the knowledge gained therefrom, in such a manner that conflict between the interest of the organization or any of its affiliates and his or her personal interests arises.

<u>Each board member has a duty to place the interest of the organization foremost in any dealings with the organization and has a continuing responsibility to comply with the requirements of this policy.</u>

Board or committee members may not obtain for themselves, their relatives, or their friends a material interest of any kind from their association with the organization.

It is, nevertheless, recognized that transactions between Lewis-Clark State College Foundation ("Foundation") and a business or other organization with whom a board member is affiliated may be beneficial to the Foundation and that the Foundation should not be precluded from entering into that beneficial transaction so long as the board member does not participate in or otherwise influence the Foundation's decision regarding the transaction.

It shall be the policy of the Foundation to require that all new Board members, prior to assuming their positions, and all present Board members, as soon as practicable after the adoption of this policy, submit in writing to the President a list of all businesses or other organizations (other than the Foundation) of which he or she is an officer, member, owner (either as a sole practitioner or partner), shareholder with a five percent (5%) or greater interest in all outstanding voting shares, employee or agent, with which the Foundation has, or may reasonably in the future have, a relationship or transaction in which the Board member or officer would have conflicting interests. Each written statement shall be resubmitted each year with any necessary changes.

The President shall become familiar with the statements of all Board members and officers in order to guide their conduct should a conflict arise. The Vice-President shall be familiar with the statement filed by the President.

At such time as any matter comes before the Board in such a way as to give rise to conflict of interest, the affected Board member or officer shall make known the potential conflict, whether disclosed by written statement or not. After answering any questions that might be asked, the affected Board member shall withdraw from the meeting until the matter has been voted upon. In the event that the affected Board member or officer fails to withdraw voluntarily, the President is empowered to require withdrawal from the room during both discussion and vote on the matter. In the event the conflict of interest affects the President, the Vice-President is empowered to require that the President withdraw in the same manner, and for the duration of discussion and action on the matter the Vice-President shall preside.

If the matter about which a conflict has arisen is the item of business for which a special meeting of the Board was called, the affected member may be counted to establish a quorum, but shall not participate in the discussion or vote on it.

ADOPTED, this 15th day of December, 1998.

EXHIBIT "G"

Code of Ethical Conduct

Directors and Officers of the LC State Foundation represent Lewis-Clark State College and its Foundation, and have a responsibility to conduct themselves in such a manner as to give a positive impression of Lewis-Clark State College to the public, students, and alumni. Directors and Officers of the LC State Foundation pledge to accept the following ethical guidelines:

- 1. Accountability: Faithfully abide by the Articles of Incorporation, Bylaws and policies of the LC state Foundation, and exercise reasonable care, faith and due diligence in organizational affairs.
- 2. Professional Excellence: Maintain a professional level of courtesy, respect and objectivity in all Foundation activities.
- 3. Professional Gain: Exercise the powers invested for the good of all members of the organization rather than his/her personal benefit. Transactions involving the Foundation and the personal or business affairs of a trustee, director, officer, or staff member should be approved in advance by the Foundation's governing board. In addition, directors, officers, and staff members of a foundation disqualify themselves from making, participating, or influencing a decision in which they have or would have a financial interest.
- 4. Confidential Information: Respect the confidentiality of sensitive information known due to service.
- 5. Collaboration and Cooperation: Respect the diversity of opinions as expressed or acted upon by the Foundation board, committees and membership, and promote collaboration, cooperation and partnership among Foundation Members.
- 6. Gifts: No director, trustee, officer, or staff member of a foundation shall accept from any source any material gift or gratuity in excess of fifty dollars (\$50.00) that is offered, or reasonably appears to be offered, because of the position held with the foundation; nor should an offer of a prohibited gift or gratuity be extended by such an individual on a similar basis.

EXHIBIT "H"

Gift Acceptance Policy

<u>Carticle VII of the Bylaws</u>

Gifts to Corporation:

In General

Donors may make gifts to the corporation by naming or otherwise identifying the corporation. Gifts shall vest in the corporation upon receipt and acceptance by it, whether signified by a Director, officer, employee or agent of the corporation.

Acceptance of Governing Documents

Each donor, by making a gift to the corporation, accepts and agrees to all the provisions of the Articles of Incorporation and (the) Bylaws.

Split Interest Gifts

The corporation shall have the power and authority to arrange and administer deferred and other split-interest gifts, including, but not limited to, charitable lead and remainder unitrusts and annuity trusts, and charitable gift annuities, but only as permitted by the laws of the State of Idaho. If a gift is made to the corporation or a third party (in trust or otherwise) to make income or other payments for a period of a life or lives or other periods to any individuals or for noncharitable purposes, followed by payments to the corporation, or to make income or other payments to the corporation, followed by payments to any individuals or for noncharitable purposes, only the payments to the corporation shall be regarded as subject to the corporation's Articles of Incorporation and (the) Bylaws and then only when the corporation becomes entitled to their use. The Directors may take such actions as it, from time to time, deems necessary to protect the corporation's rights to receive such payments.

Restricted Gifts, Acceptance

Any donor may, with respect to a gift made by such donor to the corporation, provide at the time of the gifts restrictions or conditions which are not inconsistent with the charitable purposes of the corporation, as to (i) the manner of distribution, including amounts, times and conditions of payment and whether from principal or income, and (ii) the name, as a memorial or otherwise, for a fund given, or addition to a fund previously held, or anonymity for the gift. Restrictions involving the naming of a fund as a memorial or otherwise may be satisfied by keeping such name appropriate accounts reflecting the interest of such funds in a common investment. Nothing in the foregoing shall obligate the corporation to accept any gift or to perform any act, which, in the opinion of the Directors, will not be in the best interests of the corporation or which may jeopardize or cause it to lose its status as an exempt organization described in Section 501 (c) (3) of the Internal Revenue Code.

EXHIBIT "I"

Policy for Accounting for Gift Revenue

Lewis-Clark State College Foundation Policy for Accounting of Gift Revenue

- 1. Fiduciary Responsibility. Each gift, regardless of value, form, or designated use, shall be accounted for at the time of receipt until used as directed by the donors in support of the mission of the Foundation and/or the College. During such time as funds are retained, they shall be invested in accordance with procedures of the Finance and Investment Committee. The development office shall be responsible for any reports to donors on the use of their funds, to be accomplished in concert with operating managers and the accounting department.
- 2. Allocation to Restricted Funds. Gifts received for restricted purposes (either temporarily restricted or permanently restricted) shall be separately accounted for in order to maintain stewardship of these funds as donors direct. The segregation of these funds is to be performed by the accounting department, who shall report to donors on their disposition and use through the development office.
- 3. Expenditure Controls. The uses of gift revenue, especially restricted gifts shall be fully accounted for, beginning with their deposit to temporarily restricted fund accounts, stewardship, disposition reports, and with expenditures only as directed by the donor in keeping with the mission of the College and/or the Foundation.
- 4. Allocation to Endowment. Funds restricted to endowment or so restricted by the Foundation Board shall be invested and accounted for in accord with policies of the Finance and Investment Committee.
- 5. Investment of Funds. All gifts received shall be invested until used in accord with donor wishes, using short-term or long-term investment plans as defined by the Finance and Investment Committee. Funds restricted to endowment or so restricted by the Foundation Board shall be invested and accounted for as directed by the Finance and Investment Committee. Investment earnings shall be used only for the purposes board, with amounts as resolved by the Finance and Investment Committee.
- 6. Accounting Reports. Regular accounting reports will summarize the disposition of all money, illustrating their present disposition by source, purpose or use, and fundraising program, which shall be prepared for each Foundation Board meeting and distributed to the Board members.

EXHIBIT "J"

Foundation Insurance

PI-NPD-1 (01-02)



One Bala Plaza, Suite 100 Bala Cynwyd, Pennsylvania 19004 610.617.7900 Fax 610.617.7940 PHLY.com

FLEXIPLUS FIVE
NOT-FOR-PROFIT ORGANIZATION DIRECTORS & OFFICERS LIABILITY INSURANCE EMPLOYMENT PRACTICES LIABILITY INSURANCE FIDUCIARY LIABILITY INSURANCE WORKPLACE VIOLENCE INSURANCE INTERNET LIABILITY INSURANCE

Philadelphia Indemnity Insurance Company

Policy Number: PHSD1562701

DECLARATIONS

NOTICE: EXCEPT TO SUCH EXTENT AS MAY OTHERWISE BE PROVIDED HEREIN, THIS POLICY IS WRITTEN ON A CLAIMS MADE BASIS AND COVERS ONLY THOSE CLAIMS FIRST MADE DURING THE POLICY PERIOD AND REPORTED IN WRITING TO THE INSURER PURSUANT TO THE TERMS HEREIN. THE AMOUNTS INCURRED FOR DEFENSE COST SHALL BE APPLIED AGAINST THE RETENTION.

Item 1. Parent Organization and Address: LEWIS-CLARK STATE COLLEGE FOUNDATION 500 8th Ave Lewiston, ID 83501-2691

Internet Address: www. icsc.edu

Item 2. Policy Period: From: 09/11/2020 To: 09/11/2021

(12:01 A.M. local time at the address shown in Item 1.)

Item 3.

Limits of Liability: (A) Part 1, D&O Liability: \$ 1,000,000 each Policy Period. Part 2, Employment Practices: \$ each Policy Period. (B) (C) Part 3, Fiduciary Liability: each Policy Period. Part 4, Workplace Violence: each Policy Period. each Policy Period. 1,000,000 each Policy Period. (E) (F) Part 5, Internet Liability: Aggregate, All Parts:

Page 1 of 2

Direct Bill Policy

NBP1557971

Renewal of Number POLICY DECLARATIONS *** RENEWAL CERTIFICATE ***

United States Liability Insurance Company

1190 Devon Park Drive, Wayne, Pennsylvania 19087 A Member Company of United States Liability Insurance Group

No. NBP1557971A

NAMED INSURED AND ADDRESS:

LEWIS-CLARK STATE COLLEGE FOUNDATION **500 8TH AVE** LEWISTON, ID 83501

POLICY PERIOD: (MO. DAY YR.) From: 03/26/2020 To: 03/26/2021

12:01 A.M. STANDARD TIME AT YOUR MAILING ADDRESS SHOWN ABOVE

FORM OF BUSINESS:

Non-Profit Corporation

BUSINESS DESCRIPTION: Foundation

IN CONSIDERATION OF THE RENEWAL PREMIUM STATED BELOW,	, EXPIRING POLICY NUMBER NBP1557971 IS RENEW	/ED
FOR THE POLICY PERIOD STATED ABOVE, PLEASE ATTACH THIS	S RENEWAL CERTIFICATE TO YOUR EXPIRING POLICE	Y:

THIS POLICY CONSISTS OF THE FOLLOWING COVERAGE PARTS FOR WHICH A PREMIUM IS INDICATED.

THIS PREMIUM MAY BE SUBJECT TO ADJUSTMENT.

PREMIUM

Businessowners Liability Coverage Part Businessowners Property Coverage Part \$611.00 \$50.00

TOTAL:

\$661.00

Coverage Form(s) and Endorsement(s) made a part of this policy at time of issue

See Endorsement EOD (1/95)

STONEBRAKER MCQUARY AGENCY GROUP, INC. (2141) Agent:

P.O. Box 9

Clarkson, WA 99403

Issued: 03/10/2020 10:46 AM

THESE DECLARATIONS TOGETHER WITH THE COMMON POLICY CONDITIONS, COVERAGE PART DECLARATIONS, COVERAGE PART COVERAGE FORM(S) AND FORMS AND ENDORSEMENTS, IF ANY, ISSUED TO FORM A PART THÉREOF.

EXHIBIT "K"

Committee Descriptions

Committee or Task Force Descriptions

Executive Committee

Responsibilitie s inclu de: making interim decisions

The Executive Committee is chaired by the President of the Foundation Board.

The members of the Executive Committee shall be: The officers of the Board, the Immediate Past President, all chairs of approved committees or task forces and other members as designated.

Responsibilities include:

- * making interim decisions for the Board Board (to be ratified by the full Board Board at its subsequent meeting); meeting);
- *_overseeing the long-range and strategic planning of the organization;
- * serving as a sounding sounding board for new programs or policies that should come before the full Board eventually;
- * enforcing membership responsibilities, including membership responsibilities, including attendance policies and committee appointments;
- monitoring monitoring progress of Board and staff in achieving the current year goals;
- se rutinizing * scrutinizing budget performance;
- maintaining* maintaining a close and candid relationship relationship with the leadership of the College;
- following * following and evaluating the performance performance of the Foundation's Executive Director;
- evaluating* evaluating Board performance by recognizing superior results or levels of service and by arranging for the departure departure of unproductive Board members;
- * acting on behalf of the Board in times of emergency or necessary expediency.

The actions of the Executive Committee Executive Committee are subject to revision or alteration by the Board. Minutes of Executive Committee Committee meetings are sent to each Board member. Membership Membership in the Executive Committee Executive Committee will not exceed a quorum of the full Board. A quorum at any meeting meeting of the Executive Committee shall consist of a simple simple majority of the members members.

Lewis-Clark State College Foundation Other Committee or Task Force Descriptions

Finance and Investment Committee

The Finance and Investment Committee Investment Committee shall oversee the Foundation's Foundation's budget activities and expenses; monitormonitor the flowofflow of funds to determine consistency between expenditures and generated revenue; manage the investment investment portfolio; establish financial policies; oversee the buildings and grounds owned by the Foundation.

Scholarship Committee

The Scholarship Committee shall oversee the awarding of specific scholarships; establish scholarship policies and review review the process; assist in the planning of three scholarship events annually.

Other Committees or Task Forces

The Directors may designate and appoint one or more standing committees or task forces, each of which shall consist of which shall consist of two (2) or more Directors. These committees committees, to the extent provided in such resolution resolution, shall have and exercise the authority authority of the Directors in the management management of the corporation.

2

Lewis-Clark State College

EXHIBIT "L"

Endowment Fund Fee Policy

Notice of Endowment Fund Fee Policy LCSC Foundation

Foundation Director
Policy on Conflict of Interest

CONFLICTS OF INTEREST POLICY

No board member shall use his or her posit ion, or the knowledge gained there from, in such a manner that conflict between the interest of the organization or any of its affiliates and his or her personal interests arises Effective January 1, 2020, the LCSC Foundation Board will implement the following policy regarding administrative fees on endowment and accounts.

2% Fee on Donations Received

In general, a 2% administrative fee will apply to all donations received by the Foundation to offset the costs of accounting, fundraising and other administration costs. However, the fee will not apply in the following circumstances:

- 1. Additional donations to an endowment or annual fund in existence as of January 1, 2020.
- 2. Funding to athletic or academic programs solicited by coaches or academic staff that simply passes through the Foundation to the respective department.
- 3. Funding designated to the Center for Arts and History solicited by department staff that simply passes through the Foundation to the department.
- 4. In-kind donations.
- 5. Other donations solicited by faculty or others where the donated funds simply pass through the Foundation.

The 2% fee will apply at the time of the donation and will be a one-time fee. The 2% fee for gift annuities will apply at the end of the annuity when the funds become available to the Foundation, subject to the above restrictions.

½ of 1% (.5%) Annual Fee on Average Endowment Fund Balance

The .5% fee will be charged to Endowment Funds, Alumni Endowments, and Other Endowments. The .5% fee will not apply to the following fund classifications:

- 1. Gift annuities
- 2. General Unrestricted Funds
- 3. Annual Funds

4. Funds designated as Other Funds

5. LCSC Designated Funds

The .5% fee will be based on the average endowment fund balances and not on the amount of profit or loss earned or allocated for any time period. The fee will be calculated twice during each year using .25% times the fund market values at December 31 and June 30, and will be included with the December and June six months' market allocation postings.

Each board member has a duty to place the int erest of the organization foremost in any deali ngs with the organization and has a continuin g responsibili ty to comply with the requ irement s of th is policy.

Board or committee members may not obtain for themselves, their relatives, or their friends a material interest of any kind from their association with the organization. No board member shall accept from any source any material gift or gratuity in excess of fifty dollars (\$50.00) that is offered, or reasonably appears to be offered, because of the position held within the Foundation; not should an offer of a prohibited gift or gratuity be extended by such an individual on a simil ar basis.

It is , ne verthele ss , recognized that transaction s between Lewis -Clark Sta te College Foundation ("Foundation") and a bus iness or other organization with who m a board member is affili a ted may be benefic ial to the Foundation and that the Foundation should not be precluded from entering into that beneficial transaction so long as the board member does not partici pate in or otherwise influence the Foundation's decision regarding the transaction.

It shall be the policy of the Foundation to require that all new Board members, prior to assuming their positions, and all present Board members, as soon as practicable after the adoption of this policy, submit in writing to the President a list of all busines ses or other organizations (other than the Foundation) of which he or she is an officer, member, owner (either as a sole practitioneror partner), shareholder with a five percent (5%) or greater interest in all outstanding voting shares, employeeor agent, with which the Foundation has, or may reasonably in the future have, a relations hip or transaction in which the Board member or officer would have conflicting interests. Each written statement shall be resubmitted each year with any necessary changes.

The President shall become familiar with the statements of all Board members and officers in order to guide their conduct should a conflict arise. The Vice-President shall be familiar with the statement filed by the President.

At such time as any matter comes before the Board in such a way as to give rise to conflict of interest, the affected Board member or officer shall make known the potential conflict, whether disc losed by written statement or not. After answerin g any questions that might be asked, the affected Board member shall with draw from the meeting until the matter has been voted upon. In the event that the affected Board member or officer fails to withdraw volunt arily, the President is empowered to require withdrawal from the room during both discussion and vote on the matter. In the event the conflict of interest affects the President, the Vice-President is empowered to require that the President withdraw in the same manner, and for the duration of discussion and action on the matter the Vice-President shall preside.

If the matter about which a conflict has arisen is the item of business for which a special meeting of the Board was called, the affected member may be counted to establish a quorum, but shall not participate in the discussion or vote on it.

ADO PTED, this 1 5° day of December, 19 98.

CONFLICTS OF INTEREST FORM

As required in paragraph five (5) of the Conflicts of Interest Policy, please list all businesses or other organizations (other than the Foundation) of which you are an officer, member, owner (either as a sole practitio ner or partner), s hareholder with a five percent (5%) or greater interest in all outstanding voting shares, employeeor agent, with which he Foundation has, or may reasonably in the future have, a relationship or transaction in which you would have conflicting interests.

I. _	
2	
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IO.	
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Name:	

Cignoture	
Signature	- Date

This form s ho uld be returned to President, LCSC Foundat io n, Lew is C lark State Coll ege, 500 gth Avenue, Lewi ston, ID 83501.

TAB	DESCRIPTION	ACTION
1	AMENDMENT TO BOARD POLICY II R. – FIRST READING	Motion to approve
2	AMENDMENT TO BOARD POLICY V R. – FIRST READING	Motion to approve
3	IDAHO STATE UNIVERSITY Online Program Fee for Fire Services Administration Program	Motion to approve

SUBJECT

Board Policy II.R. – Optional Retirement Plan Committee Membership - First Reading -

REFERENCE

June 2011 Idaho State Board of Education (Board) approved

Supplemental Retirement 403(b) Plan document

August 2013 Board approved technical amendments to plan

document

February 2014 Board approved amendments to the Supplemental

Retirement Benefit Plan

April 27, 2020 Board approved allowance of plan-optional COVID-19

distribution and loan relief related to the CARES Act.

December 2020 Board approved amendments to Policy II.R. to allow

the Executive Director to authorize the hiring of

consultants for legal and fiduciary plan reviews.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections II.K.2. and II.R.

Sections 33-107A and 107C, Idaho Code

BACKGROUND/DISCUSSION

In reviewing Board Policy II.R, it was noted that the policy limits the number of participants representing higher education institutions on the Retirement Plans Committee (Committee) to two, one for the four-year institutions and one for the two-year institutions. Obtaining counsel from representatives across the system has proven to be very beneficial for the committee to understand the total impact of Committee decisions. The Committee reviewed the current policy and has proposed an amendment that would require at least one representative without limiting the participation. The Committee supports this policy amendment.

IMPACT

The amendment allows members to serve and provide the Committee the breadth of expertise needed to best understand and advise on retirement plan matters affecting institution employees across the state. There is no financial cost to implement the amendment.

ATTACHMENTS

Attachment 1 – Proposed Policy Amendment

STAFF COMMENTS AND RECOMMENDATIONS

The scope of the Committee affects institutions across the state and employees in different locations and types of institutions. The Committee has identified that having more institutional representation serves the Plans in the best possible way to allow greater representation. Board staff recommends approval.

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I move to approv	e th	ne first	read	ding	of Board Poli	cy II.R.	to allow mul	tiple	e ins	titutior	nal
representatives Attachment 1.	to	serve	on	the	Retirement	Plans	Committee	as	set	forth	in

Moved by	Seconded by	/ Carried Yes	No

SECTION: II. HUMAN RESOURCES

SUBSECTION: R. Retirement Plan Committee April 20152021

The Retirement Plan Committee is a special committee of the Board. The Committee
provides stewardship of the retirement plans sponsored by the Board for the exclusive
benefit of participants and their beneficiaries. The Committee may establish necessary
procedures to carry out its responsibilities. Such procedures must be consistent with
the Board's Governing Policies and Procedures.

- 2. The Committee shall consist of five or more members appointed by, and serving at the pleasure of, the Board. The chair of the Committee shall be appointed by the Board President and shall be a Board member. Other members of the Committee shall include at least two participants in the sponsored plans: at least one representative from a public four-year institution and at least one representative from a community or technical college. At least two members shall be private sector members who are knowledgeable about financial markets. All committee members should have investment, legal or benefits management expertise sufficient to evaluate the risks associated with the Committee's purpose. A quorum of any meeting of the Committee shall consist of a majority of the members. Committee members shall not be compensated for their service on the Committee. The Committee will meet as needed, but not less than semi-annually. The Committee is supported by the Board's Chief Fiscal Officer and by the Board's outside tax counsel.
- 3. Board-sponsored plans include the 401(a) Optional Retirement Plan (ORP), and the 403(b) and 457(b) voluntary deferred compensation plans (collectively referred to hereinafter as "Plan" or "Plans"). The Board is the Plans' named fiduciary and has authority to manage and control the Plans' operation and administration. The Board retains exclusive authority to amend the Plans and select Trustees/Custodians.
 - a. The Committee shall report at least annually to the Board.
 - b. The Committee members shall sign a conflict of interest disclosure questionnaire.
 - c. The Board delegates execution of the following fiduciary responsibilities with respect to the Plans to the Committee:
 - i. Establishing, periodically reviewing, and maintaining a written investment policy, including investment allocation strategies.
 - ii. Overseeing administration of the Plans in accordance with the investment policy, including:
 - a) Selecting an appropriate number and type of investment asset classes and management styles for Plan participants, including default investment elections.
 - b) Establishing performance criteria and benchmarks for selected asset classes.
 - c) Researching, selecting, and withdrawing Plan investments as appropriate for specified asset classes or styles.
 - d) Reviewing communication methods and materials to ensure that Plan participants receive adequate investment education and performance information.

GOVERNING POLICIES AND PROCEDURES

SECTION: II. HUMAN RESOURCES

SUBSECTION: R. Retirement Plan Committee April 20152021

e) Ensuring the Committee and the Plans comply with applicable laws, regulations, and the terms of the Plan pertaining to investments.

ATTACHMENT 1

- iii. Reviewing and monitoring investment performance, including the reasonableness of investment fees, against appropriate benchmarks and in accordance with the investment policy.
- iv. Managing the Plans to ensure regulatory compliance pertaining to Plan investments, including required Plan amendments and document retention;
- v. Monitoring the Plans' vendors and implementation of contractual service arrangements;
- vi. Advising the Board on selection or termination of the Plans' trustee(s)/custodian(s);
- vii. Monitoring for reasonableness and consistency with the Plans' terms any investment product fees and charges passed through to Plan participants; and
- viii. Retaining investment consultants, subject to approval by the Board's executive director.
- The Trustee(s) and/or Custodian(s) of the sponsored plans will be responsible for holding and investing the Plans' assets in accordance with the terms of the Trust/Custodial Agreement.
- 5. The Committee may recommend to the Board's executive director the engagement of outside consultants and/or other professionals. The services of consultants and other professionals may include, but are not limited to:
 - a. Providing formal reviews of the performance of the investment options. Such reviews shall be based on established criteria and shall include recommendations for changes where appropriate;
 - b. Advising the Committee of any recommended modifications to the investment structure of the Plans; and
 - c. Advising the Committee as to the appropriate performance benchmarks for the investment options.

SUBJECT

Board Policy V.R. - First Reading - Establishment of Fees

REFERENCE

February 2016 Board approved first reading of amendment to Board

Policy V.R. which removed professional licensure as a mandatory criterion for an academic professional program to be eligible for consideration for a

professional fee.

April 2016 Board approved second reading of amendment to

Board Policy V.R.

June 2018 Board approved the first reading of Board policy V.R.

establishing a new fee effective for the 2019-2020

academic year.

December 2018 Board returned second reading of Board policy V.R.,

establishing a new fee to the Business Affairs and Human Resources Committee for further review and

analysis.

April 2020 Board set 2020-2021 Board approved tuition and fees.

June 2020 Board approved one year partial waiver requiring

student fees to be used only for the purpose for which

it was collected.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.R. Sections 33-3717A, and 33-3717C, Idaho Code

BACKGROUND/DISCUSSION

Board Policy V.R relates to the ways that tuition and fees are established by the Board and the categories into which they may fall. In the process of updating the policy, several areas were reviewed and the following objectives were addressed.

First, the policy amendment is intended to create simplicity for students to aid in understanding the true price of tuition and fees at each of the institutions. The reduction in the number of fees and the consolidation of the facilities, activity and technology fees into a Consolidated Mandatory Fee provides a clearer picture to students as to the overall cost, and allows institutions some agility in the use of the fees to be responsive to student needs. The proposed amendment also creates a separate non-resident tuition rate that is not built on top of the resident tuition rate, which allows for flexibility and promotes better understanding and simplicity for students.

Second, the policy amendment is intended to arrange the specifics within the policy to be clear as to which items relate to fees that are instructional in nature and which are administrative in nature, and to clarify the approval processes related to each.

Third, the policy amendment is designed to allow maximum flexibility to institutions in the collection of fees. By allowing the program, online and self-support fees to be fungible in use, an institution would have the flexibility to adjust to changes in enrollment or the community as needed in a given year.

Lastly, the policy amendment is designed to address assurance of compliance such as aligning the structure for calculating the Western Undergraduate Exchange (WUE) rate per our agreement with the Western Interstate Commission for Higher Education.

IMPACT

Approval of the policy amendment will support the intent for simplification and clarification of tuition and fees and allow institutions to redirect fees as needed. Approval allows institutions to consolidate the many extra fees which should make billing clearer for students and parents.

ATTACHMENTS

Attachment 1 – Proposed Amendment to Policy V.R. redline Attachment 2 – Proposed Amendment to Policy V.R clean

STAFF COMMENTS AND RECOMMENDATIONS

Throughout this year's pandemic, situations have arisen that have required policy waivers to support institutional desire to assist students. The proposed policy amendment is designed to retain accountability while allowing institutions flexibility and to simplify the way tuition and fees are discussed and addressed with students.

Among some of the substantive changes are the establishment of a special tuition category, to allow a singular institution to establish a specialized tuition rate and a systemwide tuition rate for future projects. The creation of a mandatory consolidated fee combines the facility, activity and technology fees as separate items, and rolls them into one fee. Approval of tuition and fees will still require institutions to work with student government in the establishment of tuition and fees which allows for simplification of the billing of fees.

This amendment to Board Policy V.R has been developed to meet three key Board objectives: to create clarity and transparency to students regarding the tuition and fee process, to provide flexibility to institutions in the use of fees and to assure that general funds are utilized to support the students of Idaho. The proposed amendment creates a more organized and clear approach to tuition and fee setting, and allows for some flexibility in the fees when institutions must respond to market changes.

Staff recommends approval.

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• •	ve the first reading of policy stablished as set forth in Att	•	rocess thro	ugh
Moved by	Seconded by	Carried Yes	No	

SECTION: V. FINANCIAL AFFAIRS

SUBSECTION: R. Establishment of Tuition and Fees

ATTACHMENT 1

April 2016 April 2021

1. Board Policy on Student Tuition and Fees

Consistent with the Statewide Plan for Higher Education in Idaho, the institutions shall maintain tuition and fees that provide for quality education and maintain access to educational programs for Idaho citizens. In setting tuition and fees, nothing in this policy shall preclude consideration of tuition and fee setting based on market consideration. the Board will-may consider recommended fees recommendations as based on factors such as how tuition and fees compare compared to tuition and fees at peer institutions, how percent fee increases compared to inflationary factors, how tuition and fees are represented as a percent of per capita income and/or household income, and whatthe share students pay of their education costs. Other criteria may be considered evaluated as is deemed appropriate, e at the time of a fee change. An institution cannot request more than a ten percent (10%) increase in the total full-time resident and/or non-resident student tuition and fee rate unless otherwise authorized by the Board. Tuition revenues shall be deposited with the state pursuant to Board policy V.D SectionIdaho Code, TILBI [JM2]

It is the requirement of the Board that institutions communicate all tuition and fees to lindividual students in a clear and understandable format prior to their enrollment and that fees be as consolidated and limited as is practicable. Such communication shall include information about tuition and fees, and reference possible student-specific items that cannot be determined until enrollment, such as course fees.

2. Tuition and Fee Setting Process – Board Approved Tuition and Fees

a. Initial Notice

A proposal to alter <u>any</u> student tuition and fees covered by Subsection V.R.3. shall be formalized by initial notice of the chief executive officer of the institution at least six (6) weeks prior to the Board meeting at which a final decision is to be made.

Notice will consist of transmittal, in writing, to the student body president and to the recognized student newspaper during the months of publication of the proposal contained in the initial notice. The proposal will describe the amount of change, statement of purpose, and the amount of revenues to be collected.

The initial notice must include an invitation to the students to present oral or written testimony at the public hearing held by the institution to discuss the fee proposal. A record of the public hearing as well as a copy of the initial notice shall be made available to the Board. Public hearings may be held in person or virtually.

b. Board Approval

SECTION: V. FINANCIAL AFFAIRS

SUBSECTION: R. Establishment of Tuition and Fees

ATTACHMENT 1

April 2016 April 2021

Board approval for <u>tuition fees</u> will be considered <u>when appropriate or necessaryannually</u>. [TLB3] This approval will be timed to provide the institutions with sufficient time to prepare the subsequent fiscal year operating budget.

c. Effective Date

Any change in the rate of tuition and fees becomes effective on the date approved by the Board unless otherwise specified.

3. Definitions and Types of Tuition and Fees

The following definitions are applicable to tuition and fees charged to students at all of the state colleges and universities under the governance of the Board (the community colleges are included only as specified[JM4]).

a. Board Established Tuition

<u>ia</u> General and Career Technical Education Tuition and Institution Tuition Fees

Tuition is the amount charged for any and all educational costs TLB5] at University of Idaho, Boise State University, Idaho State University, and Lewis-Clark State College. Tuition includes is assessed for, but is not limited to, costs associated with academic services; instruction; the construction, maintenance, and operation of buildings and facilities; student services; or institutional support. Tuition and fees approved by the State Board of Education. TLB6] Revenues from these fees are deposited in the unrestricted fund.

Special Tuition rates may include tuition for such items as specialized short-term courses or programs, summer courses, or other special kinds of courses for the purposes of furthering the educational mission of the institution.

Part-time Credit Hour tuition is defined as the charge per credit hour charged for educational services for enrolled, part-time students.

The Course Overload Tuition rate may be charged to full-time students whose credit hour workload is higher than the an institution's guidelines [MF7] for a normal course load.

<u>la).</u> Tuition – University of Idaho, Boise State University, Idaho State University, and Lewis-Clark State College

Tuition is the amount charged for any and all educational costs [TLBS] at University of Idaho, Boise State University, Idaho State University, and Lewis-Clark State College. Tuition includes, but is not limited to, costs associated

SECTION: V. FINANCIAL AFFAIRS

SUBSECTION: R. Establishment of Tuition and Fees

ATTACHMENT 1

April 2016 April 2021

with academic services; instruction; the construction, maintenance, and operation of buildings and facilities; student services; or institutional support.

Tuition shall be set as follows:

- Undergraduate Resident Tuition
- Undergraduate Non-resident Tuition
- Graduate Resident Tuition
- Graduate Non-resident Tuition
- Special Resident Tuition
- Special Non-resident Tuition[TLB9]
- Course Overload Tuition

ii. Systemwide Tuition[TLB10]

The Board may choose to establish a systemwide tuition rate for programs that span two or more institutions. Revenues from systemwide tuition will be deposited with the state for those institutions required to do so per statute.

iii. Western Undergraduate Exchange (WUE) Tuition

The Western Undergraduate Exchange tuition is established as 150% of the resident tuition rate for full-time students participating in this program. Students in this program shall be subject to the Consolidated Mandatory Fee and all other applicable fees.

b. Board Established Course and Program Fees

For purposes of bBoard established course and program fees, "academic" [TLB11][JM12][means a systematic, usually sequential, grouping of courses that provide the student with the knowledge and competencies required for a baccalaureate, master's, specialist or doctoral degree as defined in policy [III.E.1. [TLB13]

i. <u>Ii. Part-time Credit Hour Feertle (JM15)</u>

Career Technical Education Fee

Career Technical Education fee is defined as the fee charged for educational costs for students enrolled in Career Technical Education pre-employment, preparatory programs.

i. Iii ——Career Technical Education Fee

SECTION: V. FINANCIAL AFFAIRS

SUBSECTION: R. Establishment of Tuition and Fees

ATTACHMENT 1

April 2016 April 2021

The Career Technical Education fee is defined as relational costs relational costs relational costs relation students enrolled in Career Technical Education pre-employment relation, preparatory programs Part time Credit Hour Fee

Part-time credit hour fee is defined as the fee per credit hour charged for educational costs for part-time students enrolled in any degree program.

iv. Graduate Fee

Graduate fee is defined as the additional fee charged for educational costs for full-time and part-time students enrolled in any post-baccalaureate degree-granting program.

V. Western Undergraduate Exchange (WUE) Fee

Western Undergraduate Exchange fee is defined as the additional fee for full-time students participating in this program and shall be equal to fifty percent (50%) of the total of tuition, facility fee, technology fee and activity fee.

GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

SUBSECTION: R. Establishment of <u>Tuition and</u> Fees <u>April 2016 April 2021</u>

vi. Employee/Spouse/Dependent Fee

The fee for eligible participants shall be set by each institution, subject to Board approval. Eligibility shall be determined by each institution. Employees, spouses and dependents at institutions and agencies under the jurisdiction of the Board may be eligible for this fee. Employees of the Office of the State Board of Education and the Division of Career Technical Education shall be treated as institution employees for purposes of eligibility. Special course fees may also be charged.

vii. Senior Citizen Fee

The fee for eligible participants shall be set by each institution, subject to Board approval. Eligibility shall be determined by each institution.

viii. In-Service Teacher Education Fee

- This fee shall be applicable only to teacher education courses offered as teacher professional development. This fee is not intended for courses which count toward an institution's degree programs. Courses must be approved by the appropriate academic unit(s) at the institution. For purposes of this special fee only, "teacher" means any certificated staff (i.e. pupil services, instructional and administrative).
- a) The fee shall not exceed one-third of the part-time undergraduate credit hour fee or one-third of the graduate credit hour fee for Idaho teachers employed at an Idaho elementary or secondary school; and
- b) The credit-granting institution may set a course fee up to the regular undergraduate or graduate credit hour fee for non-Idaho teachers, for teachers who are not employed at an Idaho elementary or secondary school, or in cases where the credit-granting institution bears all or part of the costs of delivering the course.

ix. Transcription Fee

A fee may be charged for processing and transcripting credits. The fee shall be \$10.00 per credit for academic year 2014-15 only, and set annually by the Board thereafter. This fee may be charged to students enrolled in a qualified Workforce Training course where the student elects to receive credit. The cost of delivering Workforce Training courses, which typically are for noncredit, is an additional fee since Workforce Training courses are self-supporting. The fees for delivering the courses are retained by the technical colleges. This fee may also be charged for transcripting demonstrable technical competencies.

SECTION: V. FINANCIAL AFFAIRS

SUBSECTION: R. Establishment of <u>Tuition and Fees</u>

ATTACHMENT 1

April 2016 April 2021

ii.x.— Institutional [TLB22]Online Program Fee

An online program fee may be charged for any fully online undergraduate, graduate, and certificate program. An online program fee shall be in lieu of resident or non-resident tuition (as defined in Idaho Code §33-3717B) and all other Board-approved fees. An online program is one in which all courses are offered and delivered via distance learning modalities (e.g. campus-supported learning management system, videoconferencing, etc.); provided however, that limited on-campus meetings may be allowed if necessary for accreditation purposes or to ensure the program is pedagogically sound.

b) Nothing in this policy shall preclude pricing online programs at a market competitive rate which may be less or more than the current resident or non-resident per credit hour rates.

iii. Professional Program Fees

A profession is an occupation, for which a person has to undergo specialized training or internship for getting a high degree of education and expertise in the concentrated area.

- a) Requirements. To designate a professional fee for a Board approved professional program [TLB23], all of the following criteria must be met:
 - 1) Credential or Licensure Requirement:
 - (a) A professional fee may be charged for an academic professional program if graduates of the program obtain a specialized higher education certificate or degree that qualifies them to practice a professional service involving expert and specialized knowledge for which credentialing or licensing may be required.
 - (b) Any such professional program must provide at least the minimum capabilities required for entry to the practice of a profession.

TLB241; OF TLB251 TLB261

- 2) Accreditation Requirement: The program:
- (i) is accredited within the institution's regional; accreditation; or
 - (ii) is actively seeking accreditation if a new program; or

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

SUBSECTION: R. Establishment of Tuition and Fees

ATTACHMENT 1

April 2016 April 2021

- (iii) will be actively seeking program accreditation after the first full year of existence if a new program by a regional or specialized accrediting agency.
- 3) Demonstration of Program Costs: Institutions may propose professional fees for Board approval based on the costs to deliver the program. An institution must provide justification for the pricing of the professional program. Professional program fees must be additional fees above and beyond the normal resident and non-resident tuition rates.

TLB281TLB291

- b) Program Guidelines
 - 1) The program shouldmust [TLB30]be consistent with traditional [TLB31]academic offerings of the institution serving a population that accesses the same activities, services, and features as [TLB32]full-time, tuition-paying students.
 - 2) Upon the approval and establishment of a professional fee, additional [TLB33] course fees associated with the same program shall be prohibited.
 - 3) Once a professional fee is initially approved by the Board, any subsequent increase transplayin a professional fee shall require prior approval by the Board. All fee amendments must be requested at the same meeting institutions submit proposals for tuition and fees, pursuant to subsection 2.b.

g).vi. Self-Support Academic Program Fees

- 4a)Self-support program fees are fees charged in lieu of resident or non-resident tuition for programs that lead to s are president students are charged program fees, in lieu of tuition. To bring a Self-support program fee to the Board for approval, all of the following criteria must be met:
 - (i1)An institution shall follow the program approval guidelines set forth in policy III.G.
 - (ii2) The Self-support program shall be a defined set of specific courses that once successfully completed result in the awarding of an academic certificate or degree. TLB36Jan academic program.
 - (iii3) The Self-support program shall be distinct from the traditional offerings of the institution by serving a population that does not access the same activities, services and features as full-time, resident and non-resident tuition paying students, such as programs designed specifically

SECTION: V. FINANCIAL AFFAIRS

SUBSECTION: R. Establishment of Tuition and Fees

ATTACHMENT 1

April 2016 April 2021

for working professionals, programs offered off-campus, or programs delivered completely online.

- (iv4) No appropriated funds may be used in support of Self-support programs. The Self-support program fee shall be all-inclusive and no other fees shall be charged in connection with participation in the program. [TLB37]
- (v5) Self-support financesfees [TLB38]shall be segregated, tracked and accounted for separately from all other programs of the institution except as provided for in subsection 3.b.vi.b).
- 2b)If a Self-support program fee is approved [TLB39] for a new program, an institution may fund program start-up costs through reallocation or use of reserves., the program must demonstrate ability to support its costs, both direct and indirect, within a period not to exceed three years from program start-up.
- 3c)Once a Self-support program fee is initially approved by the Board, any subsequent change relation a Self-support program fee shall require prior approval by the Board.
- 4d)Students enrolled in self-support programs may take courses outside of the program so long as they pay the required tuition and fees for those courses.

g)vii. Summer Bridge Program Fee

The Summer Bridge Program Fee fee is charged to students recently graduated from high school, who are admitted into a summer bridge program at an institution the summer immediately following graduation from high school, and who will be enrolling in pre-determined college-level courses at the same institution the fall semester of the same year for the express purpose of acquiring knowledge and skills necessary to be successful in college. The bridge program fee shall be set annually by the Board. A TLB411

h)viii. Independent Study in Idaho

This registration fee is charged for courses offered through the Independent Study in Idaho (ISI) cooperative program. Complete degree programs shall not be offered through the ISI. Credits earned upon course completion shall transfer to any Idaho public college or university. The ISI program shall receive no appropriated or institutional funding and shall operate alone on revenue generated through ISI student registration fees.

C. Institution Established Program Fees Institution Established Program Fees are charged in lieu of tuition. The Board delegates establishment of the following program fees to the Chief Executive

SECTION: V. FINANCIAL AFFAIRS

SUBSECTION: R. Establishment of Tuition and Fees

ATTACHMENT 1

April 2016 April 2021

Officers. An annual report listing these fees shall be provided to the Board annually at the time of establishment of Board-established tuition and fees.

i. Employee/Spouse/Dependent Fee

The fee for eligible participants shall be set by each institution, subject to Board approval. [TLB42] Eligibility shall be determined by each institution. Employees, spouses and dependents at institutions and agencies under the jurisdiction of the Board may be eligible for this fee. Employees of the Office of the State Board of Education and the Division of Career Technical Education shall be treated as institution employees for purposes of eligibility. Special course fees may also be charged.

ii. Senior Citizen Fee[TLB43]

The fee for eligible participants shall be set by each institution. Eligibility shall be determined by each institution.

iii. In-Service Teacher Education Fee[TLB44]

This fee shall be applicable only to teacher education courses offered as teacher professional development. This fee is not intended for courses which count toward an institution's degree programs. Courses must be approved by the appropriate academic unit(s) at the institution. For purposes of this special fee only, "teacher" means any Idaho certificated staff (i.e. pupil services, instructional and administrative).

- a) The fee shall not exceed one-third of the part-time undergraduate credit hour fee or one-third of the graduate credit hour fee for Idaho teachers employed at an Idaho elementary or secondary school; and
- b) The credit-granting institution may set a course fee up to the regular undergraduate or graduate credit hour fee for non-Idaho teachers, for teachers who are not employed at an Idaho elementary or secondary school, TLB45]or in cases where the credit-granting institution bears all or part of the costs of delivering the course.

iv. Contracts and Grants

Special fee arrangements are authorized by the Board for instructional programs provided by an institution pursuant to a grant or contract approved by the Board. [TLB46]

v. Continuing Education Fees

SECTION: V. FINANCIAL AFFAIRS

SUBSECTION: R. Establishment of Tuition and Fees

Consolidated Mandatory Fee

ATTACHMENT 1

April 2016 April 2021

Continuing education fees may be charged to continuing education students on a course-by-course basis. basis.

A Continuing education fee is defined as the additional a fee charged to continuing education students which is charged on a per credit hour basis to support the costs of continuing education programs.

<u>d. D)b. Institutional LocalBoard Approved Administrative</u> -Fees — Approved by the Board

Institutional Administrative local fees are student fees that are approved by the State Board of Education and deposited into local institutional accounts. Local fees shall be expended for the purposes for which they were collected.

The<u>se</u> facilities, activity and technology _fees shall be displayed with the institution's tuition and fees when approved by the Board at its annual meeting for setting the Board approves tuition and fees and will be clearly communicated to students prior to their enrollment.

This fee is inclusive of all facilities, activity and technology fees. The State Board of Education will approve the Consolidated Mandatory Fee which may then be allocated by institutions. This fee includes capital improvement and building projects and debt service required by these projects, the fee charged for such activities as intercollegiate athletics, student health center, student union operations, the associated student body, financial aid, intramural and recreation, and other activities which directly benefit and involve students and campus technology enhancements and operations directly related to services

computer facilities, electronic or online testing, and online media).

A full-time and part-time rate shall be established. Institutions shall provide an annual accounting to the Board of the way the Consolidated Mandatory fee is utilized by each institution [TLB47].

for student use and benefit (e.g., internet, network, and web access, general

Facilities Fee

Facilities fee is defined as the fee charged for capital improvement and building projects and for debt service required by these projects. Revenues collected from this fee may not be expended on the operating costs of the general education facilities.

ii. Activity Fee

Activity fee is defined as the fee charged for such activities as intercollegiate athletics, student health center, student union operations, the associated

SECTION: V. FINANCIAL AFFAIRS

SUBSECTION: R. Establishment of Tuition and Fees

ATTACHMENT 1

April 2016 April 2021

student body, financial aid, intramural and recreation, and other activities which directly benefit and involve students. The activity fee shall not be charged for educational costs or major capital improvement or building projects. Each institution shall develop a detailed definition and allocation proposal for each activity for internal management purposes.

iii. Technology Fee

Technology fee is defined as the fee charged for campus technology enhancements and operations directly related to services for student use and benefit (e.g., internet and web access, general computer facilities, electronic or online testing, and online media).

i<u>i</u>∀. <u>ix. Transcription Fee</u>

A fee may be charged for processing and transcripting credits. The fee shall be established [MF48]\$10.00 per credit for academic year 2014-15 only, and set annually by the Board-thereafter.

- a) This fee may be charged to students enrolled in a qualified Workforce

 Training course where the student elects to receive credit. The cost of
 delivering Workforce Training courses, which typically are for noncredit,
 is an additional fee since Workforce Training courses are selfsupporting. The fees for delivering the courses are retained by the
 technical colleges.
- b) This fee may also be charged for transcripting demonstrable technical competencyies credits as defined in Board policy III.Y.
- c) This fee may also be charged for students transferring from out-of-state programs.[TLB49]

iii. Dual Credit Fee

High school students who enroll in one or more dual credit courses delivered by high schools (including Idaho Digital Learning Academy), either face-to-face or online, are eligible to pay a reduced cost per credit which is approved at the Board's annual tuition and fee setting meeting. The term "dual credit" as used in this section is defined in Board Policy III.Y, which defines how costs are determined for high school students who are enrolled in classes on campus.

Professional Fees

To designate a professional fee for a Board approved academic program, all of the following criteria must be met:

- a) Credential or Licensure Requirement:
- A professional fee may be charged for an academic professional program if graduates of the program obtain a specialized higher education degree that

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

SUBSECTION: R. Establishment of Tuition and Fees

ATTACHMENT 1

April 2016 April 2021

qualifies them to practice a professional service involving expert and specialized knowledge for which credentialing or licensing may be required. For purposes of this fee, "academic" means a systematic, usually sequential, grouping of courses that provide the student with the knowledge and competencies required for a baccalaureate, master's, specialist or doctoral degree as defined in policy III.E.1.:

- 2) The program leads to a degree which provides at least the minimum capabilities required for entry to the practice of a profession.
- b) Accreditation Requirement: The program:

is accredited.

is actively seeking accreditation if a new program, or

- will be actively seeking accreditation after the first full year of existence if a new program by a regional or specialized accrediting agency.
- c) Extraordinary Program Costs: Institutions will propose professional fees for Board approval based on the costs to deliver the program. An institution must provide clear and convincing documentation that the cost of the professional program significantly exceeds the cost to deliver non-professional programs at the institution. A reduction in appropriated funding in support of an existing program is not a sufficient basis alone upon which to make a claim of extraordinary program costs.
- d) The program may include support from appropriated funds.
- e) The program is consistent with traditional academic offerings of the institution serving a population that accesses the same activities, services, and features as regular full-time, tuition-paying students.
- f) Upon the approval and establishment of a professional fee, course fees associated with the same program shall be prohibited.
- g) Once a professional fee is initially approved by the Board, any subsequent increase in a professional fee shall require prior approval by the Board at the same meeting institutions submit proposals for tuition and fees.
- v. Self-Support Academic Program Fees
- Self-support programs are academic degrees or certificates for which students are charged program fees, in lieu of tuition. For purposes of this fee, "academic" means a systematic, usually sequential, grouping of courses that provide the student with the knowledge and competencies required for an academic certificate, baccalaureate, master's, specialist or doctoral degree. To

SECTION: V. FINANCIAL AFFAIRS

SUBSECTION: R. Establishment of Tuition and Fees

ATTACHMENT 1

April 2016 April 2021

bring a Self-support program fee to the Board for approval, the following criteria must be met:

- 1) An institution shall follow the program approval guidelines set forth in policy
- 2) The Self-support program shall be a defined set of specific courses that once successfully completed result in the awarding of an academic certificate or degree.
- 3) The Self-support program shall be distinct from the traditional offerings of the institution by serving a population that does not access the same activities, services and features as full-time, tuition paying students, such as programs designed specifically for working professionals, programs offered off-campus, or programs delivered completely online.
- 4) No appropriated funds may be used in support of Self-support programs. Self-support program fee revenue shall cover all direct costs of the program. In addition, Self-support program fee revenue shall cover all indirect costs of the program within two years of program start-up.
- 5) Self-support program fees shall be segregated, tracked and accounted for separately from all other programs of the institution.
- b) If a Self-support program fee is requested for a new program, an institution may fund program start-up costs with appropriated or local funds, but all such funding shall be repaid to the institution from program revenue within a period not to exceed three years from program start-up.
- c) Once a Self-support program fee is initially approved by the Board, any subsequent increase in a Self-support program fee shall require prior approval by the Board.
- d) Institutions shall review Self-support academic programs every three (3) years to ensure that program revenue is paying for all program costs, direct and indirect, and that no appropriated funds are supporting the program.
- e) Students enrolled in self-support programs may take courses outside of the program so long as they pay the required tuition and fees for those courses.
- vi. Contracts and Grants
- Special fee arrangements are authorized by the Board for instructional programs provided by an institution pursuant to a grant or contract approved by the Board.
- vii. Student Health Insurance Premiums or Room and Board Rates

Idaho State Board of Education GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

SUBSECTION: R. Establishment of Tuition and Fees

ATTACHMENT 1

April 2016 April 2021

Fees for student health insurance premiums paid either as part of the uniform student fee or separately by individual students, or charges for room and board at the dormitories or family housing units of the institutions. Changes in insurance premiums or room and board rates or family housing charges shall be approved by the Board no later than three (3) months prior to the semester the change is to become effective. The Board may delegate the approval of these premiums and rates to the chief executive officer.

viii New Student Orientation Fee

This fee is defined as a mandatory fee charged to all first-time, full-time students who are registered and enrolled at an institution. The fee may only be used for costs of on-campus orientation programs such as materials, housing, food and student leader stipends, not otherwise covered in Board-approved tuition and fees.

ix Dual Credit Fee

High school students who enroll in one or more dual credit courses delivered by high schools (including Idaho Digital Learning Academy), either face-to-face or online, are eligible to pay a reduced cost per credit which is approved at the Board's annual tuition and fee setting meeting. The term "dual credit" as used in this section is defined in Board Policy III.Y.

x. Summer Bridge Program Fee

This fee is defined as a fee charged to students recently graduated from high school, who are admitted into a summer bridge program at an institution the summer immediately following graduation from high school, and who will be enrolling in pre-determined college-level courses at the same institution the fall semester of the same year for the express purpose of acquiring knowledge and skills necessary to be successful in college. The bridge program fee shall be \$65 per credit for academic year 2014-15 only, and set annually by the Board thereafter.

xi. Independent Study in Idaho

A fee may be charged for courses offered through the Independent Study in Idaho (ISI) cooperative program. Complete degree programs shall not be offered through the ISI. Credits earned upon course completion shall transfer to any Idaho public college or university. The ISI program shall receive no appropriated or institutional funding, and shall operate alone on revenue generated through ISI student registration fees.

<u>C. ce.</u> Institutional Local Fees and Charges Institution Approved Special Course and Administrative - Fees Approved by Chief Executive Officer

Idaho State Board of Education GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

SUBSECTION: R. Establishment of Tuition and Fees

ATTACHMENT 1

April 2016 April 2021

The following local fees and charges are charged to support specific courses or activities and are only charged to students that engage in these particular activities those specific courses or [TLB50] activities. Local fees and charges are deposited into local institutional accounts or the unrestricted fund and shall only be expended for the purposes for which they were collected. All local fees or changes to such local fees are established and become effective in the amount and at the time specified by the chief executive officer or provost of the institution the institution. The chief executive officer institution is responsible for reporting these local fees to the Board upon request.

i. Continuing Education

Continuing education fee is defined as the additional fee to continuing education students which is charged on a per credit hour basis to support the costs of continuing education.

ii. Course Overload Fee

This fee may be charged to full-time students with excessive course loads as determined by each institution Revenue from this fee the same revenue is deposited in the unrestricted fund.

iii. Special Course Fees

A special course fee is an additive fee on top of the standard per credit hour fee which may be charged to students enrolled in a specific course for materials and/or activities required for that course. Special course fees, or changes to such fees, are established and become effective in the amount and at the time specified by the chief executive officer or provost, and must be prominently posted so as to be readily accessible and transparent to students, along with other required course cost information. Such fees These fees shall be reported to the Board upon request.

- a) Special course fees shall be directly related to academic programming. Likewise, special course fees for career technical courses shall be directly related to the skill or trade being taught.
- b) Special course fees may only be charged to cover the direct costs of the additional and necessary expenses that are unique to the course. This includes the costs for lab materials and supplies, specialized software, cost for distance and/or online delivery, and personnel costs for a lab manager. A special course fee shall not subsidize other courses, programs or institution operations.

ATTACHMENT 1

SECTION: V. FINANCIAL AFFAIRS

SUBSECTION: R. Establishment of Tuition and Fees

April 2016 April 2021

- c) A special course fee shall not be used to pay a cost for which the institution would ordinarily budget including faculty, administrative support and supplies.
- d) Special course fees shall be separately accounted for and shall not be commingled with other funds; provided however, multiple course fees supporting a common special cost (e.g. language lab, science lab equipment, computer equipment/software, etc.) may be combined. The institution is responsible for managing these fees to ensure appropriate use (i.e. directly attributable to the associated courses) and that reserve balances are justified to ensure that fees charged are not excessive.
- e) The institution shall maintain a system of procedures and controls providing reasonable assurance that special course fees are properly approved established and used in accordance with this policy, including providing an annual rolling review of one-third of the fees each year over a 3-year cycle.
- iii.iv. Additional Mandatory Processing Feess, Permits and Fines
 - a) Processing fees may be charged for the provision of academic products or services to students (e.g. undergraduate application fee, graduate application fee, program application fee, graduation/diploma fee, new student orientation fees and transcripts). Fees for permits (e.g. parking permit) may also be charged. Each fee may be included in the Consolidated Mandatory fee or established as a separate fee.
 - a)b) All processing fees are established and become effective in the amount and at the time specified by the institution.

Fines may be charged for the infraction of an institution policy (e.g., late fee. late drop, library fine, parking fine, lost card, returned check, or stop payment).

All processing fees, permit fees and fines are established and become effective in the amount and at the time specified by the chief executive officer, and shall be reported to the Board upon request.

iv. Discretionary Fees

Fees for permits, Student hHealth ilnsurance pPremiums, room and board rates, or fines shall be established by the institution. Each fee may be included in the Consolidated Mandatory fee or established as a separate fee.

. or Room and Board Rates

Fees for student health insurance premiums paid either as part of the uniform student fee or separately by individual students, or cCharges for room and

Idaho State Board of Education GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

SUBSECTION: R. Establishment of Tuition and Fees

ATTACHMENT 1

April 2016 April 2021

board at the dormitories or family housing units of the institutions. Changes in insurance premiums or room and board rates or family housing charges shall be approved by the Board no later than three (3) months prior to the semester the change is to become effective. The Board may delegate the approval of these premiums and rates to the chief executive officer. Fees for student health insurance premiums may be paid as a part of a uniform student [TLB52] fee or as a separate fee.

viii. New Student Orientation Fee

This fee is defined as a mandatory fee charged to all first-time, full-time students who are registered and enrolled at an institution. The fee may only be used for costs of on-campus orientation programs such as materials, housing, food and student leader stipends, not otherwise covered in Boardapproved tuition and fees.

v. Fines and Infractions

<u>Fines may be charged for the infraction of an institution policy (e.g., late fee, late drop, library fine, parking fine, lost card, returned check, or stop payment).</u>

Idaho State Board of Education GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

SUBSECTION: R. Establishment of Tuition and Fees April 2021

1. Board Policy on Student Tuition and Fees

Consistent with the Statewide Plan for Higher Education in Idaho, the institutions shall maintain tuition and fees that provide for quality education and maintain access to educational programs for Idaho citizens. In setting tuition and fees, nothing in this policy shall preclude review and approval of tuition and fee setting based on market considerations. The Board may consider factors such as how tuition and fees compare to tuition and fees at peer institutions, how percent increases compared to inflationary factors, how tuition and fees are represented as a percent of per capita income and/or household income, and what share students pay of their education costs. Other criteria may be evaluated as is deemed appropriate. An institution cannot request more than a ten percent (10%) increase in the total full-time resident and/or non-resident student tuition and fee rate unless otherwise authorized by the Board. Tuition revenues shall be deposited with the state pursuant Board policy V.D.

It is the requirement of the Board that institutions communicate all tuition and fees to students in a clear and understandable format prior to their enrollment and that fees be as consolidated and limited as is practicable. Such communication shall include information about tuition and fees, and reference possible student-specific items that cannot be determined until enrollment, such as course fees.

2. Tuition and Fee Setting Process – Board Approved Tuition and Fees

a. Initial Notice

A proposal to alter any student tuition and fees covered by Subsection V.R.3. shall be formalized by initial notice of the chief executive officer of the institution at least six (6) weeks prior to the Board meeting at which a final decision is to be made.

Notice will consist of transmittal, in writing, to the student body president and to the recognized student newspaper of the proposal contained in the initial notice. The proposal will describe the amount of change, statement of purpose, and the amount of revenues to be collected.

The initial notice must include an invitation to the students to present oral or written testimony at the public hearing held by the institution to discuss the fee proposal. A record of the public hearing as well as a copy of the initial notice shall be made available to the Board. Public hearings may be held in person or virtually.

b. Board Approval

Board approval for tuition and fees will be considered annually. This approval will be timed to provide the institutions with sufficient time to prepare the subsequent fiscal year operating budget.

SUBSECTION: R. Establishment of Tuition and Fees April 2021

c. Effective Date

Any change in the rate of tuition and fees becomes effective on the date approved by the Board unless otherwise specified.

3. Definitions and Types of Tuition and Fees

The following definitions are applicable to tuition and fees charged to students at all the state colleges and universities under the governance of the Board.

A. Board Established Tuition

i. Institution Tuition

Tuition is the amount charged for any and all educational services at University of Idaho, Boise State University, Idaho State University, and Lewis-Clark State College. Tuition is assessed for, but is not limited to, academic services; instruction; the construction, maintenance, and operation of buildings and facilities; student services; or institutional support.

Special Tuition rates may include tuition for such items as specialized shortterm courses or programs, summer courses, or other special kinds of courses for the purposes of furthering the educational mission of the institution.

Part-time Credit Hour tuition is defined as the charge per credit hour charged for educational services for enrolled, part-time students.

The Course Overload Tuition rate may be charged to full-time students whose credit hour workload is higher than the guidelines for a normal course load.

 a) Tuition – University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College

Tuition shall be set as follows and may include both full-time and part-time rates:

- Undergraduate Resident Tuition
- Undergraduate Non-resident Tuition
- Graduate Resident Tuition
- Graduate Non-resident Tuition
- Special Resident Tuition
- Special Non-resident Tuition
- Course Overload Tuition

ATTACHMENT 2

SECTION: V. FINANCIAL AFFAIRS

SUBSECTION: R. Establishment of Tuition and Fees April 2021

ii. Systemwide Tuition

The Board may choose to establish a systemwide tuition rate for programs that span two or more institutions. Revenues from systemwide tuition will be deposited with the state for those institutions required to do so per statute.

iii. Western Undergraduate Exchange (WUE) Tuition

The Western Undergraduate Exchange tuition is established as 150% of the resident tuition rate for full-time students participating in this program. Students in this program shall be subject to the Consolidated Mandatory Fee and all other applicable fees..

B. Board Established Course and Program Fees

For purposes of board established course and program fees, "academic" means a systematic, usually sequential, grouping of courses that provide the student with the knowledge and competencies required for a baccalaureate, master's, specialist or doctoral degree as defined in policy III.E.1.

i. Career Technical Education Fee

The Career Technical Education fee is the fee charged for educational costs for students enrolled in Career Technical Education programs

ii. Institutional Online Program Fee

An institutional online program fee may be charged for any fully online undergraduate, graduate, and certificate program. An online program fee shall be in lieu of resident or non-resident tuition (as defined in Idaho Code §33-3717B) and all other Board-approved fees. An online program is one in which all courses are offered and delivered via distance learning modalities (e.g. campus-supported learning management system, videoconferencing, etc.); provided however, that limited on-campus meetings may be allowed if necessary for accreditation purposes or to ensure the program is pedagogically sound.

iii. Professional Program Fees

A profession is an occupation, for which a person has to undergo specialized training or internship for getting a high degree of education and expertise in the concentrated area.

a) Requirements. To designate a professional fee for a Board approved professional program, all of the following criteria must be met:

SUBSECTION: R. Establishment of Tuition and Fees April 2021

1) Credential or Licensure Requirement:

- (a) A professional fee may be charged for an academic professional program if graduates of the program obtain a specialized higher education certificate or degree that qualifies them to practice a professional service involving expert and specialized knowledge for which credentialing or licensing may be required.
- (b) Any such professional program must provide at least the minimum capabilities required for entry to the practice of a profession.
- 2) Accreditation Requirement: The program:
 - (a) is accredited within the institution's regional accreditation; or
 - (b) is actively seeking accreditation if a new program; or
 - (c) will be actively seeking program accreditation after the first full year of existence if a new program by a regional or specialized accrediting agency.
- 3) Demonstration of Program Costs: Institutions may propose professional fees for Board approval based on the costs to deliver the program. An institution must provide justification for the pricing of the professional program. Professional program fees must be additional fees above and beyond the normal resident and nonresident tuition rates.

b) Program Guidelines

- 1) The program must be consistent with academic offerings of the institution serving a population that accesses the same activities, services, and features as full-time, tuition-paying students.
- 2) Upon the approval and establishment of a professional fee, course fees associated with the same program shall be prohibited.
- 3) Once a professional fee is initially approved by the Board, any subsequent change in a professional fee shall require prior approval by the Board at the same meeting institutions submit proposals for tuition and fees.

iv.) Self-Support Academic Program Fees

SUBSECTION: R. Establishment of Tuition and Fees April 2021

a) Self-support programs fees are charged in lieu of resident or non-resident tuition for programs that lead to degrees or certificates. To bring a Selfsupport program fee to the Board for approval, all of the following criteria must be met:

- (1) An institution shall follow the program approval guidelines set forth in policy III.G.
- (2) The Self-support program shall be an academic program.
- (3) The Self-support program shall be distinct from the traditional offerings of the institution by serving a population that does not access the same activities, services and features as full-time, resident and non-resident tuition paying students, such as programs designed specifically for working professionals, programs offered off-campus, or programs delivered completely online.
- (4) No appropriated funds may be used in support of Self-support programs. The Self-support program fee shall be all-inclusive and no other fees shall be charged in connection with participation in the program.
- (5) Self-support program finances shall be segregated, tracked and accounted for separately from all other programs of the institution except as provided for in subsection 3.B.iv.b.
- b) If a Self-support program fee is approved for a new program, an institution may fund program start-up costs through reallocation or use of reserves., the program must demonstrate ability to support its costs, both direct and indirect, within a period not to exceed three years from program start-up.
- c) Once a Self-support program fee is initially approved by the Board, any subsequent change in a Self-support program fee shall require prior approval by the Board.
- d) Students enrolled in self-support programs may take courses outside of the program so long as they pay the required tuition and fees for those courses.
- vi). Summer Bridge Program Fee

The Summer Bridge Program Fee fee is charged to students recently graduated from high school, who are admitted into a summer bridge program at an institution the summer immediately following graduation from high school, and who will be enrolling in pre-determined college-level courses at the same institution the fall semester of the same year for the express purpose of acquiring knowledge and skills necessary to be successful in college. The bridge program fee shall be set annually by the Board.

Idaho State Board of Education GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

SUBSECTION: R. Establishment of Tuition and Fees April 2021

vi). Independent Study in Idaho

This fee is charged for courses offered through the Independent Study in Idaho (ISI) cooperative program. Complete degree programs shall not be offered through the ISI. Credits earned upon course completion shall transfer to any Idaho public college or university. The ISI program shall receive no appropriated or institutional funding and shall operate alone on revenue generated through ISI student registration fees.

C. Institution Established Program Fees

Institution Established Program Fees are charged in lieu of tuition. The Board delegates establishment of the following fees to the Chief Executive Officers. An annual report listing these fees shall be provided to the Board annually at the time of establishment of Board-established tuition and fees.

i) Employee/Spouse/Dependent Fee

The fee for eligible participants shall be set by each institution. Eligibility shall be determined by each institution. Employees, spouses and dependents at institutions and agencies under the jurisdiction of the Board may be eligible for this fee. Employees of the Office of the State Board of Education and the Division of Career Technical Education shall be treated as institution employees for purposes of eligibility. Special course fees may also be charged.

ii. Senior Citizen Fee

The fee for eligible participants shall be set by each institution. Eligibility shall be determined by each institution.

iii. In-Service Teacher Education Fee

This fee shall be applicable only to teacher education courses offered as teacher professional development. This fee is not intended for courses which count toward an institution's degree programs. Courses must be approved by the appropriate academic unit(s) at the institution. For purposes of this special fee only, "teacher" means any certificated staff (i.e. pupil services, instructional and administrative).

- a) The fee shall not exceed one-third of the part-time undergraduate credit hour fee or one-third of the graduate credit hour fee for Idaho teachers employed at an Idaho elementary or secondary school; and
- The credit-granting institution may set a course fee up to the regular undergraduate or graduate credit hour fee for non-Idaho teachers, for teachers who are not employed at an Idaho elementary or secondary

SUBSECTION: R. Establishment of Tuition and Fees April 2021

school, or in cases where the credit-granting institution bears all or part of the costs of delivering the course.

iv. Contracts and Grants

Special fee arrangements are authorized by the Board for instructional programs provided by an institution pursuant to a grant or contract approved by the Board.

v. Continuing Education Fees

Continuing education fees may be charged to continuing education students on a course-by-course basis. basis.

D) Board Approved Administrative Fees

Administrative local fees are student fees that are approved by the State Board of Education and deposited into local institutional accounts.

These shall be approved by the Board at its annual meeting for setting tuition and fees and will be clearly communicated to students prior to their enrollment.

i. Consolidated Mandatory Fee

This fee is inclusive of all facilities, activity and technology fees. The State Board of Education will approve the Consolidated Mandatory Fee which may then be allocated by institutions. This fee includes capital improvement and building projects and debt service required by these projects, the fee charged for such activities as intercollegiate athletics, student health center, student union operations, the associated student body, financial aid, intramural and recreation, and other activities which directly benefit and involve students and campus technology enhancements and operations directly related to services for student use and benefit (e.g., internet, network, and web access, general computer facilities, electronic or online testing, and online media).

A full-time and part-time rate shall be established. Institutions shall provide an annual accounting to the Board of the way the Consolidated Mandatory fee is utilized by each institution.

ii. Transcription Fee

A fee may be charged for processing and transcripting credits. The fee shall be established annually by the Board.

(a) This fee may be charged to students enrolled in a qualified Workforce Training course where the student elects to receive credit. The cost of delivering Workforce Training courses, which typically are for noncredit, is an additional fee since Workforce Training courses are self-

SUBSECTION: R. Establishment of Tuition and Fees April 2021

supporting. The fees for delivering the courses are retained by the technical colleges

(b) This fee may also be charged for transcripting demonstrable technical competency credits as defined in Board policy III.Y.

iii. Dual Credit Fee

High school students who enroll in one or more dual credit courses delivered by high schools (including Idaho Digital Learning Academy), either face-to-face or online, are eligible to pay a reduced cost per credit which is approved at the Board's annual tuition and fee setting meeting. The term "dual credit" as used in this section is defined in Board Policy III.Y, which defines how costs are determined for high school students who are enrolled in classes on campus.

c. Institution Approved Special Course and Administrative Fees

The following local fees and charges are charged to support specific courses or activities and are only charged to students that engage in those specific courses or activities. Local fees and charges are deposited into local institutional accounts or the unrestricted fund. All local fees or changes to such local fees are established and become effective in the amount and at the time specified by the institution. The institution is responsible for reporting these local fees to the Board upon request.

i. Special Course Fees

A special course fee is an additive fee on top of the standard per credit hour fee which may be charged to students enrolled in a specific course for materials and/or activities required for that course. Special course fees, or changes to such fees, are established and become effective in the amount and at the time specified by the chief executive officer or provost, and must be prominently posted so as to be readily accessible and transparent to students, along with other required course cost information. Such fees shall be reported to the Board upon request.

- a) Special course fees shall be directly related to academic programming. Likewise, special course fees for career technical courses shall be directly related to the skill or trade being taught.
- b) Special course fees may only be charged to cover the direct costs of the additional and necessary expenses that are unique to the course. This includes the costs for lab materials and supplies, specialized software, cost for distance and/or online delivery, and personnel costs for a lab manager. A special course fee shall not subsidize other courses, programs or institution operations.

SUBSECTION: R. Establishment of Tuition and Fees April 2021

c) A special course fee shall not be used to pay a cost for which the institution would ordinarily budget including faculty, administrative support and supplies.

- d) Special course fees shall be separately accounted for and shall not be commingled with other funds; provided however, multiple course fees supporting a common special cost (e.g. language lab, science lab equipment, computer equipment/software, etc.) may be combined. The institution is responsible for managing these fees to ensure appropriate use (i.e. directly attributable to the associated courses) and that reserve balances are justified to ensure that fees charged are not excessive.
- e) The institution shall maintain a system of procedures and controls providing reasonable assurance that special course fees are properly established and used in accordance with this policy, providing an annual review of one-third of the fees each year over a 3-year cycle.

iii.. Additional Mandatory Fees

- a) Processing fees may be charged for the provision of academic products or services to students (e.g. undergraduate application fee, graduate application fee, program application fee, graduation/diploma fee, new student orientation fees and transcripts). Fees for permits (e.g. parking permit) may also be charged. Each fee may be included in the Consolidated Mandatory fee or established as a separate fee.
- b) All processing fees are established and become effective in the amount and at the time specified by the institution.

iv. Discretionary Fees

Fees for permits, student health insurance premiums, room and board rates, or fines shall be established by the institution. Each fee may be included in the Consolidated Mandatory fee or established as a separate fee.

v. Fines and Infractions

Fines may be charged for the infraction of an institution policy (e.g., late fee, late drop, library fine, parking fine, lost card, returned check, or stop payment).

BUSINESS AFFAIRS AND HUMAN RESOURCES FEBRUARY 18, 2021

IDAHO STATE UNIVERSITY

SUBJECT

Online Program Fee for Fire Services Administration Program

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.R.

BACKGROUND/DISCUSSION

Idaho State University (ISU) requests permission to fund its fully online Fire Services Administration program using the online program fee model, in lieu of tuition and other fees, in accordance with Idaho State Board of Education (Board) Policy V.R.3.a.x. The program has always been offered fully online but ISU is requesting the fee to be competitive with other comparable online programs. The online program fee would initially be established at \$250 per credit.

The online program fee would cover costs associated with the program, including adjuncts consisting of Fire Chiefs, Deputy Chiefs and Battalion Chiefs with appropriate academic credentials. A program director that has been a fire chief or deputy fire chief is important for program credibility and eventual specialized accreditation.

ISU is currently in discussions with out-of-state community colleges to develop articulation agreements to allow students with AS degrees in Fire Services or Fire Science to transfer into the B.S. Fire Services Administration.

IMPACT

The fiscal impact of the proposed program with online program fee was estimated based on 7.5 new students (FTE) in the first year, 9 new students in the second year, and 11 new students in the third year. In setting the program fees, the goal was to provide an affordable option to students while ensuring that revenue would cover the costs within a few years of launching the program. The program is expected to run a small deficit in one of the first three years, after which net income will be sufficient to cover the costs of the program as it grows.

The program fee of \$250/credit falls is competitive with similar programs at other institutions, e.g., \$265/credit at Eastern Oregon University and \$235/credit at Columbia Southern University. No tuition or other fees will be charged. Because of the proposed articulation agreements with community colleges, it is anticipated that candidates will enter the proposed program having earned 60 credits and completed their general education requirements. The total cost to a student entering the program with 60 credits would be \$15,000.

BUSINESS AFFAIRS AND HUMAN RESOURCES FEBRUARY 18, 2021

ATTACHMENTS

Attachment 1 – Proposed budget for the Online Fire Services Administration Program

STAFF COMMENTS AND RECOMMENDATIONS

As noted, the intent of ISU is to expand the program through articulation agreements, but also to stay competitive related to the cost of this program. Although the program will begin small, and ISU anticipates an initial deficit, the program will provide a pathway for students to receive a degree in Fire Services Administration. Staff recommends approval.

BOARD ACTION

I move to approve the request by Idaho State University to add an online program
fee of \$250.00 per credit to the online Fire Services Administration program, in
conformance with the program budget submitted to the Board in Attachment 1.

Moved by	Seconded by	Carried Yes	No

BUSINESS AFFAIRS AND HUMAN RESOURCES FEBRUARY 18, 2021 ATTACHMENT 1

\$0.00 \$294,300.00

\$0.00

\$353,088

\$0.00

\$0

\$0.00 \$394,470.00

\$0.00

\$454,243

\$0.00

\$0.00

\$0.00

Program Resource Requirements.

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the firstfour fiscal years of the
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	FY <u>2022</u>		FY <u>2023</u>		FY <u>2024</u>		FY 2025	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	7.5	15	9	18	10.8	21.6	12.96	25.92
B. Shifting enrollments	5.5	11	11.7	23.4	18.63	37.26	26.487	52.974
Total Enrollment	13	26	20.7	41.4	29.43	58.86	39.447	78.894
I. REVENUE	FY <u>2022</u>		FY <u>2023</u>		FY <u>2024</u>		FY <u>2025</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Institution Funds	\$57,649.49	\$0.00	\$58,336.48	\$0.00	\$58,788.30	\$0.00	\$59,772.89	\$0.00
3. Federal	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Ongoing is defined as ongoing operating budget for the program which will become part of the base. One-time is defined as one-time funding in a fiscal year and not part of the base.

\$0.00

\$0.00

\$187,649

\$0.00 \$207,000.00

\$0.00

\$265,336

III. EXPENDITURES

5. Student Fees

6. Other (i.e., Gifts)

II.

I. EXPENDITURES	FY <u>2022</u>		FY <u>2023</u>		FY <u>2024</u>		FY <u>2025</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	0.5	0.00	1.5	0.00	1.5	0.00	1.5	0.00
2. Faculty	\$0.00	\$0.00	\$17,500.00	\$0.00	\$35,525.00	\$0.00	\$36,590.75	\$0.00
3. Adjunct Faculty	\$56,000.00	\$0.00	\$61,362.50	\$0.00	\$50,393.00	\$0.00	\$51,724.79	\$0.00
4. Graduate/Undergrad Assistants	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Research Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Directors/Administrators	\$13,659.30	\$0.00	\$31,569.08	\$0.00	\$50,016.15	\$0.00	\$51,516.64	\$0.00
7. Administrative Support Personnel	\$14,869.80	\$0.00	\$15,315.89	\$0.00	\$15,775.37	\$0.00	\$16,248.63	\$0.00
8. Fringe Benefits	\$18,410.45	\$0.00	\$31,581.01	\$0.00	\$43,497.40	\$0.00	\$44,784.33	\$0.00
9. Other:	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Personnel and Costs	\$102,940	\$0	\$157,328	\$0	\$195,207	\$0	\$200,865	\$0

BUSINESS AFFAIRS AND HUMAN RESOURCES FEBRUARY 18, 2021 ATTACHMENT 1

	FY	FY <u>2022</u> FY <u>2023</u>		FY <u>2024</u>		FY <u>2025</u>		
B. Operating Expenditures	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures 1. Travel	\$1,000.00	\$0.00	\$1,000.00	\$0.00	\$2,000.00	\$0.00	\$3,000.00	\$0.00
Professional Services	\$2,000.00	\$0.00	\$2,000.00	\$0.00	\$4,000.00	\$0.00	\$4,000.00	\$0.00
Other Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Communications	\$1,000.00	\$0.00	\$1,000.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	\$0.00
Materials and Supplies	\$1,000.00	\$0.00	\$1,000.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	\$0.00
6. Rentals	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7. Materials & Goods for	φοιοσ	φσισσ	Ψ0.00	Ψ0.00	φοιου	Ψ0.00	Ψ0.00	Ψ0.00
Manufacture & Resale	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Miscellaneous	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Operating Expenditures	\$5,000	<u>\$0</u>	\$5,000	\$0	\$10,000	<u>\$0</u>	\$11,000	\$0
	FY		FY		FY		FY	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay	J. 1 3 - 1 1 3		gg		J. 1 3 - 1 - 1 - 1		gg	
1. Library Resources								
2. Equipment								
Total Capital Outlay	\$0	<u>\$0</u>	<u>\$0</u>	\$0	<u>\$0</u>	\$0	\$0	\$0
	FY	2022	FY	2023	FY	2024	FY	2025
D. Capital Facilities Construction or Major Renovation								
E. Other Costs								
Utilites								
Maintenance & Repairs								
Other Online Fee Distribution 1) ISU Central	\$42,250.00 \$32,500.00		\$67,275.00 \$51,750.00		\$95,647.50 \$73,575.00		\$128,202.75 \$98,617.50	
2) ITRC/eISU	\$9,750.00		\$15,525.00		\$22,072.50		\$29,585.25	
Total Other Costs	\$42,250	<u>\$0</u>	\$67,275	\$0	\$95,648	\$0	\$128,203	\$0
TOTAL EXPENDITURES:	\$150,190	<u>\$0</u>	\$229,603	<u>\$0</u>	\$300,854	<u>\$0</u>	\$340,068	\$0
Net Income (Deficit)	\$37,460	\$0	\$35,733	\$0	\$52,234	\$0	\$114,175	\$0
Budget Notes (specify row and add II.2. Includes institutional fund II.5. Total student fees estima III.F.3.1. ISU Central Administrativ III.F.3.2. ISU ITRC/eISU: 0.075% (III.C.2 \$5,000 for office furniture 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	s for adjunct sa ted assuming F e Overhead (Ll of student fees	alaries TE = 50% hea FADxx): 25% o distribution	adcount in 40 c f student fees	redits per year distribution		edit (most stude	ents are part tir	ne students)

TAB	DESCRIPTION	ACTION
1	DEVELOPMENTS IN K-12 EDUCATION	Information Item
2	UPDATE ON THE CORONOAVIRUS AID, RELIEF, AND ECONOMIC SECURITY (CARES) ACT AND CORONAVIRUS RESPONSE AND RELIEF SUPPLEMENTAL APPROPRIATIONS (CRRSA) ACT, 2021	Information Item
3	PANDEMIC ELECTRONIC BENEFIT TRANSFER PROGRAM	Information Item
4	IDAHO K-12 BEHAVIORAL HEALTH AND WELLNESS SERVICE SCAN PRESENTATION	Information Item
5	CURRICULAR MATERIAL REVIEW COMMITTEE – APPOINTMENTS	Action Item
6	PRAXIS II TESTS AND IDAHO CUT SCORES ADOPTION – ACTION ITEM	Action Item

SDE TOC Page 1

SUBJECT

Developments in K-12 Education

BACKGROUND/DISCUSSION

Sherri Ybarra, Superintendent of Public Instruction, will share developments in K-12 Education with the Board, including:

- Legislative Update
- Full Time Enrollment Update
- Idaho Building Capacity Expansion Project
- Spring Assessment Administration

BOARD ACTION

This item is for informational purposes only.

STATE DEPARTMENT OF EDUCATION

SUBJECT

Update on the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act).

REFERENCE

II LIVLINGE	
March – April 2020	The State Board of Education (Board) has received weekly updates on the federal response to the coronavirus (COVID-19) pandemic and the availability of funding through the CARES Act.
April 27, 2020	The Board received an update on the allowable uses and amount of funds available to Idaho through the Elementary and Secondary School Emergency Relief Fund and Governor's Emergency Education Relief Fund.
May 4, 2020	The Board directed staff to move forward with data analysis for the discussed proposals and to identify sources of funds for those proposals.
June 10, 2020	The Board approved the use of the ESSER 10% SEA reserve funds for grants to local education agencies and for funding for professional development to provide social emotional and behavioral health supports remotely;
July 15, 2020	The Board approved a methodology and grant application for \$30,000,000 from Idaho's relief funds through the Governor's Coronavirus Financial Advisory Committee.
August 26, 2020	The Board approved a methodology and allocation for \$1,000,000 from the ESSER 10% SEA reserve funds for social emotional and behavioral health supports.
October 21, 2020	The Board received a CARES Act funding source and equitable services update.

BACKGROUND/DISCUSSION

The CARES Act, signed into law March 27, 2020, provides financial relief to local educational agencies (LEAs) from the Elementary and Secondary School Emergency Relief (ESSER) Fund and the Coronavirus Relief Fund through the Governor's Coronavirus Financial Advisory Committee (CFAC). The CARES Act allowed the Board, as the State Educational Agency (SEA), to reserve up to 10 percent of the ESSER Fund for grants to LEAs to be used for emergency needs as determined by the SEA to address issues responding to COVID-19. These funds must be awarded by May 18, 2021, and expended by September 30, 2022. At its July 15, 2020 meeting, the Board adopted the funding distributions, which

included \$3.785 million for distance/blended learning with a priority for a learning management system (LMS). At the July 15 meeting, the Board also approved a methodology and grant application for \$30 million in funding from Idaho's relief funds through CFAC to close the digital divide. A Review Committee was convened to read the applications and make recommendations for funding. Included in the CRRSA Act (December 27, 2020), the performance period for the CARES Act Coronavirus Relief Fund was extended from December 30, 2020 to December 31, 2021.

The new CRRSA Act provides additional funding for K-12 education under ESSER Fund. Additionally, the Governor's Emergency Education Relief (GEER) Fund includes a separate program of Emergency Assistance for non-Public Schools (EANS) for which eligible non-public schools may apply to an SEA to receive services or assistance related to the pandemic.

IMPACT

This agenda item will provide the Board with an update on status of the CARES Act funds and an overview of the CRRSA Act 2021 funds.

ATTACHMENTS

Attachment 1 - Coronavirus Aid, Relief, and Economic Security Act Update Attachment 2 – Example LEA level distribution of ESSER I and II Funds

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The CARES Act establishes multiple funds dedicated to addressing impacts to education due to the 2019 Novel Coronavirus (COVID-19) pandemic. Two of these funds provide allocations at the state level, while a third fund, the Higher Education Emergency Relief Fund (HEERF) is disrupted directly to the postsecondary institutions. The ESSER Fund allocates funds to the state education agencies based on the same proportion as states receive funds under Part A of Title I of the Elementary and Secondary Education Act in fiscal year 2019. Idaho's share of this fund is \$47,854,695. From this amount a minimum of \$43,069,226 (90%) must be distributed to LEAs based on a LEA's proportional share of the state's Part A, Title I funds. These funds are distributed based on each LEA's propositional share of Part A, Title I funds received in 2019. Not all LEA's receive Part A, Title I funds. Part A, Title I funds are distributed based on an LEA's share of eligible Title I students. Up to 10 percent (10%) of these funds, \$4,785,470, may be reserved by the SEA "to be used for emergency needs as determined by the SEA to address issues responding to COVID-19."

Pursuant to the federal ESSER I Fund Notice, SEA reserve funds may be used to award sub grants or enter into contract for emergency needs that address issues related to COVID-19. An SEA must ensure that an "LEA that receives an ESSER Fund sub-grant provides equitable services to students and teachers in non-public schools located within the LEA in the same manner as provided under section 1117 (Providing Equitable Services to Eligible Private School Children, Teachers,

and Families) of the Elementary Secondary Education Act (ESEA), as determined through timely and meaningful consultation with representatives of non-public schools. In providing services or assistance to students and teachers in non-public schools, the LEA or another public agency must maintain control of the funds, and title to materials, equipment, and property purchased with such funds must be in a public agency." States have one year from the date of the federal award to award the funds.

The CRRSA Act was signed into law on December 27, 2020 and provides an additional \$54.3 billion for the ESSER II Fund.

ESSER II Fund awards to SEAs are in the same proportion as each State received funds under Part A of Title I of the Elementary and Secondary Education Act of 1965, as amended, in fiscal year 2020. Idaho will receive \$195,890,413 in ESSER II funding. Of this amount, \$176,301,372 must be distributed to local education agencies based on the Title I distribution methodology. Like ESSER I, 10% of the funds may be set aside for use by the SEA. Of these funds ½ of 1% of the total award may be used for administrative costs. The SEA 10% set aside is \$19,589,041, of this, up to \$979,452 could be used for administrative costs. The Department of Education has requested spending authority for \$300,000 of these funds to administer the program.

At a later date, a request regarding the use of the SEA 10% set aside will be brought forward to the Board for consideration. Preliminary discussions between Board staff, the Governor's Office, the Division of Financial Management and the State Department of Education have been around using these funds to provide monies to non-Title I schools that would receive no distribution from the Title I methodology and those school districts and charter schools who would receive a very small amount. Preliminary estimates indicate there is enough federal funding available between the ESSER I and ESSER II distributions to provide funding equivalent to the Governor's recommended reduction in the discretionary support unit value to cover the 5% rescission in the FY21 public schools appropriation.

ESSER I and II Funds may only be used for elementary and secondary education relief.

BOARD ACTION

This item is for informational purposes only.

Report to the State Board February 17-18, 2021

Coronavirus Aid, Relief, and Economic Security Act (CARES Act) Update

As of 1/11/2021							
Allocation - Drawdown	Allocated*	Expended/ Drawn Down	Balance	Percentage Funds Expended as of 1.11.2021	Percentage funds expended last report- 12.23.2020	Diff in percentage expended this report from 12.23.2020	Percentage LEAs that have drawn down funds
ESSERF Flow- through	\$43,069,226	\$7,756,840	\$35,312,386	18.01%	16.83%	1.18%	54.55%
ESSERF - State Set- Aside LMS	\$3,785,469	\$1,296,605	\$2,488,864	34.25%	34.03%	.22%	34.07%
ESSERF - State Set- Aside SEL	\$1,000,000	\$131,454	\$868,546	13.15%	12.87%	.28%	27.47%
CRF Technology	\$985,052	\$887,994	\$97,058	90.15%	87.15%	3%	90.00%
CRF Non-ESSERF	\$901,263	\$622,028	\$279,234	69.02%	53.72%	15.35	71.70%
CRF Distance/Blended					75.00%	5.24%	
Learning	\$24,476,828	\$19,639,207	\$4,837,621	80.24%			86.21%
CRF Special Distribution	\$98,776,910	\$84,364,211	\$14,412,700	85.41%	80.37%	5.04%	87.98%

The SDE reimburses LEAs through the GRA system on the 11th and 25th of each month. Expenditure reports are updated the following day.

Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (Signed into law December 27, 2020)

Governor's Emergency Education Relief Fund (GEER II)

Total GEER Fund	GEER Fund	GEER Emergency Assistance to Non-Public Schools (EANS) \$19,581,608				
Idaho's	State Grant –	State Grant	Administration of the Grant to Non-Public			
Allocation	Governor's Office	(to SEA)	Schools			
\$26,438,647	\$6,857,039	\$19,381,608	\$200,000			

Fund Highlights:

• Governor designates the SEA to administer the emergency assistance to non-public schools (EANS).

• The SEA has five requirements related to providing assistance to Non-Public Schools, which include 1) distributing information to the NPSs, 2) developing an application for the NPSs, 3) processing the applications, 4) providing services or assistance to NPSs, and 5) and manage funds to ensure that all funds are obligated within 6 months so that unobligated funds can be reallocated back to the Governor's office. No funds go directly to the Non-Public Schools. All funds and all services are administered through the SEA.

Elementary and Secondary School Emergency Relief Fund (ESSER II)

Total ESSERF	90% to LEAs	10% Set-Aside					10% Set-Aside		
		\$19,589,041							
		9.5% for Emergency needs	.5% for Administration of the Grant (based on total allocation)						
\$195,890,413	\$176,301,372	\$18,609,589	\$979,452						

Fund Highlights:

- The 90% allocation to LEAs is based on the proportional share of the 2020-2021 Title I-A allocations.
- The minimum ESSER II LEA allocation is \$44,174.
- 17 LEAs, including LEA Charters, do not receive Title I-A funds and therefore will not receive ESSER II funds.
- The 9.5% State Set-Aside is for emergency needs as determined by the SEA to address issues related to coronavirus, including measuring and addressing learning loss, which may be addressed through the use of grants or contracts (measuring learning loss is new).
- LEA uses of funds has been expanded to include addressing learning loss, school facility repairs and improvements, upgrade projects to improve air quality.
- Reporting requirements are expanded to include the specific use of funds and how the state is using funds to measure and address learning loss.

Equitable Services do not apply to GEER II or ESSER II funds.

ATTACHMENT 2

SCHOO	L DISTRICT / CHARTER SCHOOL	General Fund holdback and temporary rule reduction*	Federal Funding (ESSER I and II)	Difference between General Fund amount cut and federal fund amount gained	ESSER 10% set aside**
351	Oneida County	(2,019,797)	560,638	(1,459,159)	3,236,580
	Idaho Educational Services for the				
596	Deaf and Blind	(565,200)	0	(565,200)	1,062,576
131.1	Idaho Arts Charter School	(376,083)	0	(376,083)	707,036
493	North Star Charter School	(292,703)	0	(292,703)	550,282
453	McKenna Charter School	(223,716)	0	(223,716)	420,586
491	Coeur d'Alene Charter Academy	(216,856)	0	(216,856)	407,689
470	Kootenai Bridge Academy	(160,914)	0	(160,914)	302,518
469	Idaho Connects Online (ICON)	(146,914)	0	(146,914)	276,198
131.3	Gem Prep: Nampa	(138,761)	0	(138,761)	260,871
480	STEM Charter Academy	(199,765)	87,739	(112,026)	287,819
489	Idaho Technical Career Academy	(110,143)	0	(110,143)	207,069
201.1	SEI Tec	(97,437)	0	(97,437)	183,182
002.1	Meridian Technical Charter High School	(96,706)	0	(96,706)	181,807
	Meridian Medical Arts Charter High				
002.3	School	(92,039)	0	(92,039)	173,033
221.1	Payette River Technical Academy	(71,461)	0	(71,461)	134,347
281.1	Moscow Charter School	(63,421)	0	(63,421)	
555	COSSA Academy	(57,798)		(57,798)	
485	Bingham Academy	(50,602)		(50,602)	
553	Pinecrest Academy of Idaho *	(38,232)		(38,232)	
455	Compass Public Charter School	(360,622)	323,278	(37,344)	
518	ARTEC - Industrial ARTEC Regional Professional	(35,758)	0	(35,758)	67,225
331.1	Technical Charter School	(31,260)	0	(31,260)	58,769
092	Swan Valley Elementary	(25,526)	0	(25,526)	47,989
252	Ririe Joint	(234,005)	213,674	(20,331)	226,255
486	Upper Carmen Charter School	(19,060)	0	(19,060)	35,833
394	Avery	(10,289)	0	(10,289)	19,343
559	Thomas Jefferson Charter School	(130,777)	122,127	(8,650)	
383	Arbon Elementary	(7,984)	0	(7,984)	
191	Prairie Elementary	(6,016)	0	(6,016)	
364	Pleasant Valley Elementary	(5,959)	0	(5,959)	
416	Three Creek Joint Elementary	(5,959)	0	(5,959)	
540	Island Park Charter School *	(5,622)	0	(5,622)	10,569
532	Treasure Valley Classical Academy	(121,670)		(960)	•
550	Doral Academy of Idaho *	(45,092)		(918)	
149	North Gem	(73,485)	76,948	3,463	61,204
511	Peace Valley Charter School	(88,891)	96,346	7,455	70,769
464	White Pine Charter School	(192,624)		10,684	158,825
302	Nezperce Joint	(78,264)	90,855	12,591	56,281

		FEBRUARY 18, 2021			ATTACHMENT 2		
292	South Lemhi	(73,710)	88,002	14,292	50,573		
472	Palouse Prairie Charter School	(61,621)	76,384	14,763	39,463		
182	Mackay Joint	(89,959)	107,492	17,533	61,631		
482	American Heritage Charter School	(138,142)	157,711	19,569	101,996		
528	Forge International School	(111,042)	130,804	19,762	77,955		
456	Falcon Ridge Public Charter School	(87,879)	108,652	20,773	56,561		
287	Troy	(103,340)	125,180	21,840	69,099		
497	Pathways in Education - Nampa	(101,766)	126,114	24,348	65,206		
492	ANSER Charter School	(139,998)	166,020	26,022	97,176		
121	Camas County	(78,264)	104,771	26,507	42,365		
508	Hayden Canyon Charter School *	(79,107)	108,243	29,136	40,478		
462	Xavier Charter School	(211,796)	245,208	33,412	152,968		
382	Rockland	(74,329)	109,097	34,768	30,642		
458	Liberty Charter School	(152,648)	187,701	35,053	99,277		
283	Kendrick Joint	(95,862)	131,641	35,779	48,580		
531	FernWaters Public Charter School	(23,333)	70,798	47,465	-		
488	Syringa Mountain School	(42,618)	90,601	47,983	-		
418	Murtaugh Joint	(136,850)	188,908	52,058	68,370		
451	Victory Charter School	(132,239)	184,751	52,512	63,858		
288	Whitepine Joint	(96,537)	150,141	53,604	31,349		
342	Culdesac Joint	(70,168)	125,952	55,784	5,964		
305	Highland Joint	(77,926)	133,764	55,838	12,737		
282	Genesee Joint	(109,974)	166,442	56,468	40,309		
433	Midvale	(74,665)	138,034	63,369	2,336		
544	MOSAIC *	(68,987)	133,717	64,730	-		
234	Bliss Joint	(70,280)	135,537	65,257	-		
161	Clark County Joint	(72,136)	139,406	67,270	-		
463	Vision Charter School	(232,486)	303,473	70,987	133,601		
421	McCall-Donnelly Joint	(397,449)	472,272	74,823	274,932		
478	Legacy Charter School	(91,533)	166,434	74,901	5,648		
243	Salmon River Joint	(74,329)	149,507	75,178	-		
454	Rolling Hills Public Charter School	(82,313)	157,521	75,208	-		
148	Grace Joint Taylor's Crossing Public Charter	(185,034)	262,767	77,733	85,097		
461	School	(117,509)	201,898	84,389	19,019		
460	Connor Academy	(159,733)	245,022	85,289	55,276		
513	Project Impact STEM Academy	(71,967)	158,137	86,170	-		
202	West Side Joint	(232,037)	326,624	94,587	109,606		
059	Firth	(258,519)	356,164	97,645	129,852		
432	Cambridge Joint	(76,015)	184,726	108,711	-		
523	Elevate Academy	(219,668)	335,075	115,407	77,901		
495	Alturas International Academy	(172,552)	289,074	116,522	35,324		
465	North Valley Academy	(79,163)	198,828	119,665	-		
073	Horseshoe Bend	(89,059)	209,557	120,498	-		
150	Soda Springs Joint	(278,985)	400,925	121,940	123,567		
314	Dietrich	(86,079)	211,896	125,817	-		
274	Kootenai Joint	(76,802)	206,083	129,281	-		

ATTACHMENT 2

		FEDRUARI	10, 2021	ATTACHMENT 2	
473	The Village Charter School	(71,574)	201,408	129,834	-
483	Chief Tahgee Elementary Academy	(36,602)	169,053	132,451	-
072	Basin	(120,545)	253,593	133,048	-
316	Richfield	(87,935)	221,737	133,802	-
285	Potlatch	(157,708)	291,915	134,207	4,576
	Monticello Montessori Charter				
474	School	(60,722)	200,129	139,407	-
013	Council	(111,042)	254,432	143,390	-
417	Castleford Joint	(119,983)	268,895	148,912	-
253	West Jefferson	(208,648)	364,827	156,179	27,431
479	Heritage Academy	(57,518)	215,301	157,783	-
496	Gem Prep: Pocatello	(127,010)	286,537	159,527	-
414	Kimberly	(567,582)	727,746	160,164	339,308
011	Meadows Valley	(76,352)	238,425	162,073	-
498	Gem Prep: Meridian	(151,805)	314,820	163,015	-
		(100,001)		155.005	
494	Pocatello Community Charter School	(108,231)	275,217	166,986	-
499	Future Public School	(86,529)	254,081	167,552	-
392	Mullan	(66,907)	246,210	179,303	-
242	Cottonwood Joint	(138,537)	324,069	185,532	-
135	Notus	(143,203)	333,323	190,120	-
487	Forrest M. Bird Charter School	(127,292)	319,366	192,074	-
460	Idaho Science and Technology	(07.200)	201 106	102.006	
468	Charter School	(97,380)	291,186	193,806	-
466	iSucceed Virtual High School	(300,462)	495,366	194,904	69,503
136	Melba Joint	(275,386)	480,234	204,848	37,492
262	Valley	(185,540)	390,534	204,994	-
233	Hagerman Joint	(132,127)	340,151	208,024	-
111	Butte County	(142,528)	362,799	220,271	26.020
475	Sage International School of Boise	(301,924)	530,797	228,873	36,820
534	Gem Prep: Online Shoshone Joint	(203,868)	441,422	237,554	-
312		(171,990)	429,700	257,710	-
415	Hansen Cardon Vallov	(119,814)	388,441	268,627	-
071	Garden Valley Blaine County	(111,211)	380,127	268,916	402.042
061	Middleton	(887,274)	1,175,132	287,858	492,943 677,911
134	Another Choice Virtual Charter	(1,124,989)	1,437,068	312,079	677,911
170	School	(172.000)	F22 F02	250.704	
476	Bruneau-Grand View Joint	(172,889)	523,593	350,704	-
365 373	Fruitland	(122,119) (501,463)	478,315	356,196	80,474
			862,276	360,813	00,474
033	Bear Lake County Heritage Community Charter School	(382,774)	748,446	365,672	-
481	St. Maries Joint	(142,922) (295,908)	511,577	368,655 371,070	-
041			666,987	371,079	40.684
322	Sugar-Salem Joint	(474,757)	851,859	377,102	40,684
177	Blackfoot Charter Community	(120 500)	E11/C31	205 025	
477	Learning Center Aberdeen	(129,596)	514,621 641,248	385,025 415,620	-
058	Aberdeen	(225,628)	641,248	415,620	-

ATTACHMENT 2

		FEDRUARI	10, 2021	ATTACHIVIE	ENIZ
201	Preston Joint	(629,598)	1,049,467	419,869	134,177
181	Challis Joint	(118,464)	549,780	431,316	-
060	Shelley Joint	(624,201)	1,067,813	443,612	105,685
021	Marsh Valley Joint	(380,807)	844,089	463,282	-
137	Parma	(303,274)	778,418	475,144	-
413	Filer	(483,753)	960,074	476,321	-
192	Glenns Ferry Joint	(143,315)	622,916	479,601	-
372	New Plymouth	(295,064)	779,219	484,155	-
393	Wallace	(161,926)	655,261	493,335	-
401	Teton County	(513,101)	1,033,131	520,030	-
457	INSPIRE Connections Academy	(487,464)	1,017,097	529,633	-
341	Lapwai	(167,604)	708,798	541,194	-
171	Orofino Joint	(447,544)	1,012,631	565,087	-
232	Wendell	(319,241)	885,864	566,623	-
133	Wilder	(174,408)	835,472	661,064	-
244	Mountain View	(396,211)	1,057,956	661,745	-
422	Cascade	(84,786)	769,162	684,376	-
231	Gooding Joint	(382,493)	1,162,243	779,750	-
370	Homedale Joint	(363,377)	1,157,069	793,692	-
291	Salmon	(231,194)	1,026,195	795,001	-
052	Snake River	(538,178)	1,363,264	825,086	-
281	Moscow	(599,124)	1,427,000	827,876	-
251	Jefferson County Joint	(1,752,957)	2,583,525	830,568	712,034
363	Marsing Joint	(260,205)	1,104,555	844,350	-
431	Weiser	(447,375)	1,294,895	847,520	-
412	Buhl Joint	(370,743)	1,365,454	994,711	-
391	Kellogg Joint	(308,951)	1,326,068	1,017,117	-
044	Plummer / Worley Joint American Falls Joint	(139,267)	1,180,346	1,041,079	-
381 304	Kamiah Joint	(432,813) (146,801)	1,486,903	1,054,090	-
452	Idaho Virtual Academy	(733,051)	1,501,196 2,153,300	1,354,395	-
371	Payette Joint	(381,818)	1,809,237	1,420,249 1,427,419	
083	West Bonner County	(302,261)	1,758,331	1,456,070	
215	Fremont County Joint	(668,505)	2,148,837	1,480,332	_
101	Boundary County	(404,477)	1,942,977	1,538,500	_
055	Blackfoot	(1,135,785)	2,783,659	1,647,874	_
221	Emmett Independent	(679,581)	2,564,933	1,885,352	_
340	Lewiston Independent	(1,289,333)	3,182,384	1,893,051	_
331	Minidoka County Joint	(1,214,892)	3,195,463	1,980,571	_
084	Lake Pend Oreille	(1,009,730)	3,140,711	2,130,981	-
261	Jerome Joint	(1,146,860)	3,301,611	2,154,751	-
272	Lakeland	(1,193,302)	3,387,283	2,193,981	-
003	Kuna Joint	(1,543,803)	3,798,273	2,254,470	-
151	Cassia County Joint	(1,592,381)	3,847,826	2,255,445	-
139	Vallivue	(2,514,570)	5,098,164	2,583,594	_
193	Mountain Home	(1,010,574)	3,608,824	2,598,250	_
093	Bonneville Joint	(3,686,169)	6,317,607	2,631,438	612,391
•					•

		FEBRUARY 18, 2021		ATTACHMENT 2	
321	Madison	(1,475,547)	4,286,964	2,811,417	-
273	Post Falls	(1,656,420)	4,602,455	2,946,035	-
271	Coeur d' Alene	(2,830,381)	7,776,351	4,945,970	-
091	Idaho Falls	(2,808,060)	8,315,454	5,507,394	-
411	Twin Falls	(2,612,455)	8,689,732	6,077,277	-
002	West Ada Joint	(10,767,604)	17,059,027	6,291,423	3,184,069
132	Caldwell	(1,595,023)	8,011,213	6,416,190	-
025	Pocatello	(3,379,860)	10,727,519	7,347,659	-
131	Nampa	(3,663,117)	15,475,281	11,812,164	-
001	Boise Independent	(6,757,920)	18,671,505	11,913,585	-
Total		(90,939,811)	18,671,505	11,913,585	19,139,549

^{*}Excludes reductions in non-statutory items: technology, IT staffing, professional development, content and curriculum, Central Services. Funding for those items was given through the CFAC allocations--\$30 million for digital divide; \$99 million for school direct support; etc. Includes the temporary rule fiscal impact.



^{**}ESSER set aside is \$19,589,041; minus \$300,000 for SDE administration = \$19,289,041 available to distribute to schools. Example provided courtesy of the Division of Financial Management.

STATE DEPARTMENT OF EDUCATION

SUBJECT

Pandemic Electronic Benefit Transfer Program

APPLICABLE STATUTE, RULE, OR POLICY

The Families First Coronavirus Response Act of 2020 (PL 116–127), as amended by the Continuing Appropriations Act, 2021 and Other Extensions Act (PL 116-159).

BACKGROUND/DISCUSSION

The Pandemic Electronic Benefit Transfer (P-EBT) was a new program authorized by the Families First Coronavirus Response Act (FFCRA), which provided assistance to families with children who temporarily lost access to free or reduced-price school meals due to the COVID-19 pandemic. The P-EBT program is a collaboration between the Idaho State Department of Education and the Idaho Department of Health and Welfare (DHW)

In August 2020, the Department of Education (Department) and the DHW coordinated efforts to collect information and distribute benefits to families of students were eligible for free or reduced-price meals under the National School Lunch Program or attended a school where every student gets free meals under the Community Eligibility Provision (CEP).

Congress extended and expanded P-EBT in the Continuing Resolution through federal fiscal year 2021 to do the following:

- Provide benefits to children who have a reduction in the number of days or hours they are physically in school or child care;
- Allow states to use simplifying assumptions to establish benefit levels and eligibility periods for eligible children;
- Allow state agencies to provide benefits to children who receive SNAP and are in child care that have experienced facility closure, reduced attendance or hours due to the pandemic;
- Provides funding to cover all of states' administrative costs.

The formula for calculating who is eligible to receive payments is incredibly complicated. Additionally, most schools are either operating the Seamless Summer Option (SSO) or the Summer Food Service Program (SFSP) under the USDA Nationwide waivers. The Department and DHW are currently exploring options for collecting necessary information from districts and charter schools and distributing benefits to families.

The Department is working with DHW on submitting an application to USDA for Idaho's participation in this second round of P-EBT as soon as possible.

IMPACT

There is significant impact to school districts and charter schools, the Department and DHW in collecting the necessary information that is in addition to data submitted in ISEE for determining student level eligibility and benefits.

As of January 6, 2021, according to the USDA P-EBT website, only three states (Indiana, Massachusetts, and Rhode Island) have received approval for this extended program.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The FFCRA provided the Secretary of Agriculture authority to approve state agency plans for temporary emergency standards of eligibility and levels of benefits under the Food and Nutrition Act of 2008. The P-EBT is part of the U.S. government's response to the COVID-19 pandemic. The FFCRA provides the Secretary of Agriculture authority to approve state agency plans to administer P-EBT. On January 22, 2021, the USDA announced that it was increasing the P-EBT benefit by approximately 15 percent, providing additional funding for low-income eligible families.

The current P-EBT plan is available for school children and children in child care.

The standard eligibility criteria for school children are:

- 1. The child would be eligible for free or reduced-price meals if the National School Lunch Program and School Breakfast Program were operating normally. This includes children who are:
 - a. directly certified or determined "other source categorically eligible" for SY 2020-2021, or
 - b. certified through submission of a household application processed by the child's school district for SY 2020-2021, or
 - c. enrolled in a Community Eligibility Provision school or a school operating under Provisions 2 or 3, or
 - d. directly certified, determined other source categorically eligible, or certified by application in SY 2019-2020 and the school district has not made a new school meal eligibility determination for the child in SY 2020-2021.
- 2. The child does not receive free or reduced-price meals at the school because the school is closed or has been operating with reduced attendance or hours for at least 5 consecutive days in the current school year. Once the minimum 5 consecutive day threshold is met, children are eligible to receive P-EBT benefits for closures or reductions in hours due to COVID-19.

The standard eligibility for children enrolled in a covered child care facility are:

1. The child is a member of a household that received SNAP benefits at any time since October 1, 2020.

- 2. The child is enrolled in a covered child care facility (note that under the FFCRA, USDA deems all children under the age of 6 to be enrolled in a covered child care facility).
- 3. During a public health emergency designation, the child's child care facility is closed or is operating with reduced attendance or hours for at least five (5) consecutive days, resulting in the child's inability to attend the facility; or one or more schools in the area of the facility, or in the area of the child's residence, is closed or is operating with reduced attendance or hours.

In Idaho, DHW in collaboration with the Department and the Office of State Board of Education's Technology Services staff, worked to provide benefits to eligible households to help cover the cost of lunches that would have otherwise been provided in school. This program was administered as a one-time payment of \$302.10 per child and was loaded onto the Electronic Benefits Transaction card used to provide benefits as part of Idaho's SNAP program. As the administrator of the SNAP program, DHW serves as the lead agency for this program.

The criteria used to determine eligibility for P-EBT was based on whether a child was eligible and enrolled in the School Meal Program (free or reduced school lunch) through the Idaho school system on March 23, 2020, when schools were closed due to the COVID-19 pandemic. The intent of this one-time payment is to replace the value of free/reduced lunches children would have received during the time Idaho schools were closed. The program automatically identified eligible children using data made available through the Idaho System for Education Excellence (ISEE), Idaho's K-12 longitudinal data system. Students were sent P-EBT cards in the mail if they were in grades K-12 in the 2019-2020 school year and:

- Were eligible for free or reduced-price meals under the National School Lunch Program, OR
- Attended a school where every student gets free meals under the Community Eligibility Provision (CEP)

Families who participate in the SNAP program with eligible children had the funds loaded onto their EBP cards. No family had to apply to participate in the P-EBT program. Due to the complexity of the data needed to determine eligibility of the students the program was very time intensive for the Technology Services staff working with ISEE. Technology Services staff were instrumental in the execution of round 1. As of publication, staff are not aware of what involvement Technology Services will have in round 2 for the 2020-2021 school year.

The US Department of Agriculture is current accepting state plans for the 2020-2021 School year. As of the time of agenda material production 12 states were approved to operate a Pandemic EBT program during the 2020-2021 School Year:

Illinois Indiana Massachusetts Michigan
New Mexico North Carolina Ohio Puerto Rico
Rhode Island Tennessee Vermont West Virginia

BOARD ACTION

This item is for informational purposes only.

STATE DEPARTMENT OF EDUCATION

SUBJECT

Idaho K-12 Behavioral Health and Wellness Services Scan Presentation

BACKGROUND/DISCUSSION

The Idaho State Department of Education (SDE) contracted with Education Northwest to conduct a survey to gather information on behavioral health and wellness services (BHWS) throughout Idaho. This work is in response to a 2020 legislative mandate (House Bill 627, Section 5) to conduct a comprehensive scan of all BHWS that support K–12 general education students in Idaho. The survey was launched September 10, 2020, and remained open until October 23, 2020. This is a presentation on the results of the survey.

IMPACT

The purpose of this agenda item is to update the Board on the behavioral health and wellness services available to students in public schools, kindergarten through grade 12.

ATTACHMENTS

Attachment 1 - Student Behavioral Health Services Evaluation Report

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The FY 21 public schools appropriation for the Division of Teachers, HB 627 (2020) included intent language requiring an "independent, external, and comprehensive evaluation of all programs and services within the purview of the state of Idaho supporting the behavioral health needs of K-12 students. The evaluation shall include a collective analysis of all programs germane to K-12 students, teachers, educational professionals, and parents or guardians of K-12 students. The evaluation shall identify gaps in delivery of behavioral health services across the State of Idaho, including but not limited to geographic regions, school districts and charter schools, and individual school buildings. The evaluation shall identify those behavioral health services that utilize evidence-based outcomes and performance-based indicators...."

The evaluation provided in Attachment 1, surveys 410 out of 883 school and district level administrators (superintendent, charter school administrator, principal) on the behavioral supports provided in Idaho public schools. The survey identified 11 specific behavior supports used; however, it does not identify which supports utilize evidence-based outcomes and performance indicators.

BOARD ACTION

This item is for informational purposes only.

STUDENT ENGAGEMENT & SAFETY COORDINATION

Student Behavioral Health Services Evaluation Report



IDAHO STATE DEPARTMENT OF EDUCATION STUDENT ENGAGEMENT AND SAFETY COORDINATION

650 W STATE STREET, 2ND FLOOR BOISE, IDAHO 83702 208 332 6800 OFFICE WWW.SDE.IDAHO.GOV

CREATED 01/05/2021

ATTACHMENT 1

STATE DEPARTMENT OF EDUCATION FEBRUARY 18, 2021

ATTACHMENT 1

TABLE OF CONTENTS

Preface	i
Executive Summary	iii - iv
Idaho Behavioral Health and Wellness Services Scan: Data Report	1 - 18
Idaho Behavioral Health and Wellness Services Scan: Appendix A	19 - 43
Idaho Behavioral Health and Wellness Services Scan: Appendix B	44 - 45

PREFACE

This report is in response to the 2020 Idaho Legislative Session, House Bill No. 627, which provided requirements regarding a student behavioral health services evaluation. These requirements were further described within Section 5 of the bill, provided below:

There shall be an independent, external, and comprehensive evaluation of all programs and services within the purview of the state of Idaho supporting the behavioral health needs of K-12 students. The evaluation shall include a collective analysis of all programs germane to K-12 students, teachers, educational professionals, and parents or guardians of K-12 students. The evaluation shall identify gaps in delivery of behavioral health services across the State of Idaho, including but not limited to geographic regions, school districts and charter schools, and individual school buildings. The evaluation shall identify those behavioral health services that utilize evidence-based outcomes and performance-based indicators. The results of the evaluation shall be reported to the Joint Finance-Appropriations Committee and the Senate and House education committees no later than January 15, 2021, regarding the program access and delivery, best practices utilized, uses of funds, and any other relevant matters.

EXECUTIVE SUMMARY

This report includes the survey results from an effort to evaluate the behavioral health services and programs within the purview of the state of Idaho at both a school district and school building level. The Idaho State Department of Education (SDE) contracted with Education Northwest to conduct this study. Data collection began on September 10, 2020 and concluded October 23, 2020. Data was collected from more than 400 public school building and district level administrators, with more than an 80% participation rate from all Idaho public school district and charter administrators. Behavioral health services were defined as services focused on the well-being services, strategies, and/or programs available to the K-12 general student population. The data collected speaks to the gaps in delivery, available services, populations served (employee, student, family/community), the method of program evaluations, perceptions of effectiveness, and funding sources.

The data provides clear insight into several gaps that exist between our schools and districts. While nearly 60% of districts indicate they have a strategy or practice that is implemented to support all students, only one in four school districts reported having explicit, structured programs available to all students. Disparities between rural versus non-rural and/or charter versus non-charter are most apparent in the report. Rural administrators reported using outside service providers 18 percentage points more often than non-rural districts. Rural districts were also 11 percentage points less likely to say that student behavioral health was part of their school mission. Further, rural districts were less likely to provide opportunities that support families or caregivers and less likely to provide staffing or materials to support behavioral health services; by 14 and 10 percentage points respectively. In addition, charter school administrators reported offering no behavioral health services 12 percentage points more often than non-charter administrators.

Barriers to implementation were commonly identified as lack of adequate time and funding. However, one finding that was notable on barriers was location; which was identified as a barrier by 47 percent of rural school and district administrators and only 14 percent of non-rural school and district administrators. The benefits of behavioral health services were widely agreed upon with more than 90% of respondents agreeing that they help students feel safe, ready to engage in learning, build stronger student/teacher relationships, promote better

academic learning, build student engagement in school, and are flexible to support unique student needs.

The data from this report will inform and support the Idaho State Department of Education's ongoing efforts to improve the quality and access to behavioral health services in our public schools. During the spring of 2021, the SDE will sponsor professionally facilitated engagements with a statewide group of education stakeholders who will move us beyond the discovery phase into defining how we can best support the behavioral wellness needs of students, teachers, and families. The results of this study will inform the department's continued work to produce a vision statement on behavioral health services in our Idaho schools, set goals to help close perceived gaps, identify measurable objectives, and make recommendations for action to the State Superintendent Sheri Ybarra prior to the next legislative session.

At the time of writing this report, the coronavirus not only poses a threat to Idahoans' physical wellbeing, but also to our mental and emotional health. This can create high levels of stress and anxiety for students, teachers, and families alike. The State Department of Education has successfully pursued numerous federal grants to advance students' mental and behavioral health during the past year, and securing and administering those grants remains a top priority. Suicide prevention and risk detection also have been top priorities, and we can't afford to take our foot off the pedal now.

We must be vigilant about the social-emotional health of educators, as well as the children they serve. With extra duties, curriculum disruptions and loss of personal contact, this pandemic has taken a huge toll on the teachers and staff whose commitment and effort are vital in meeting Idaho's education goals. The State Department of Education is committed to empowering local districts to meet the behavioral health needs of their school community through leadership, resources, training, and technical support.

Idaho Behavioral Health and Wellness Services Scan: Data Memo

The Idaho State Department of Education (SDE) contracted with Education Northwest to conduct a survey to gather information on behavioral health and wellness services (BHWS) throughout Idaho. This work is in response to a 2020 legislative mandate (House Bill 627, Section 5) to conduct a comprehensive scan of all BHWS that support K–12 general education students in Idaho. The survey was launched September 10, 2020, and remained open until October 23, 2020.

This data memo presents the results of the survey, which SDE will share with the Idaho Legislature in January 2021. *It intentionally does not include an executive summary of results*; all further summarization and interpretation of the survey data will be conducted by SDE.

Memo Organization and Survey Description

The memo is organized into the following sections:

- Respondent Characteristics (p. 1)
- Guiding Framework and Approach (p. 3)
- Approaches to Supporting BHWS (p. 6)
- Types of BHWS Offered and How They Are Funded and Assessed (p. 9)
- Barriers to implementing BHWS (p.16)
- Efficacy and Impact (p. 17)

For the purposes of the survey, BHWS was defined as *services focused on the well-being services*, *strategies*, *and/or programs available to the K–12 general student population*. These services are available to all students, families, and/or school staff members to support students' mental, social, and personal health. The survey asked about the BHWS strategies and/or programs available as part of a typical school experience for students before the COVID-19 pandemic. Administrators were encouraged to connect with a team of educators in their district/school for a full picture of pre-pandemic efforts. Survey questions focused on providing an understanding of what types of BHWS are being implemented to the general population in each school and district; identifying service delivery gaps, challenges, and perceived value; and fostering understanding of how service delivery is being measured across districts and in schools (see appendix A for a copy of the survey).

Respondent Characteristics

The survey was distributed to school and district administrators across Idaho, and we worked with SDE to determine the appropriate respondents from each school and district. We

conducted survey follow-up through SurveyGizmo, as well as individualized emails and phone calls from SDE, to maximize representation of all schools and districts in Idaho.

There were 411 total survey responses (330 complete responses and 81 partial responses). In addition, 12 respondents did not consent to participate, so they were disqualified from the survey. We received responses from 154 district administrators and 263 school administrators, including 27 individuals who were both district and school administrators (figure 1)¹. Most survey questions were asked of both school administrators and district administrators. Because of the low school-level response rate, responses from school administrators should be interpreted with caution; the analyses do not represent all schools in Idaho. Also, we analyzed all data by charter vs. non-charter and rural vs. non-rural.

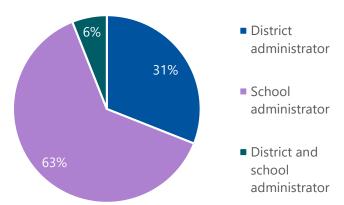


Figure 1: Role of respondent (district and school administrators, N = 410)

Note: Due to item-level non-responses, the number of item responses will not always be equal to the total number of survey responses.

Overall, 235 survey respondents were from rural districts and 175 were from non-rural districts (figure 2). Further, 70 respondents were from charters, and 340 were not from charters (figure 3).

¹ Due to item-level non-responses, the number of item responses will not always be equal to the total number of survey responses.

43%

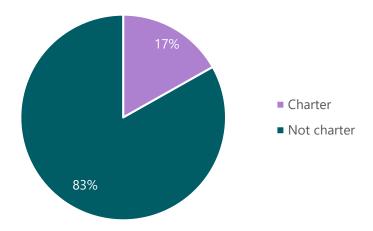
Rural

Not rural

Figure 2: Percentage of rural respondents (district and school administrators, N = 410)

Note: Due to item-level non-responses, the number of item responses will not always be equal to the total number of survey responses.

Figure 3: Percentage of respondents from charters and not from charters (district and school administrators, N = 410)



Note: This total includes respondents who were identified as part of a charter district. It does not include respondents who are part of charter schools in public districts.

Guiding Framework and Approach

Administrators were asked whether their district has a guiding framework or approach for BHWS. Over half (59 percent) said their district uses Positive Behavioral Interventions and Supports (PBIS) as a district-level guiding framework, and just under half (48 percent) cited social and emotional learning/development as their district's guiding framework (figure 4).

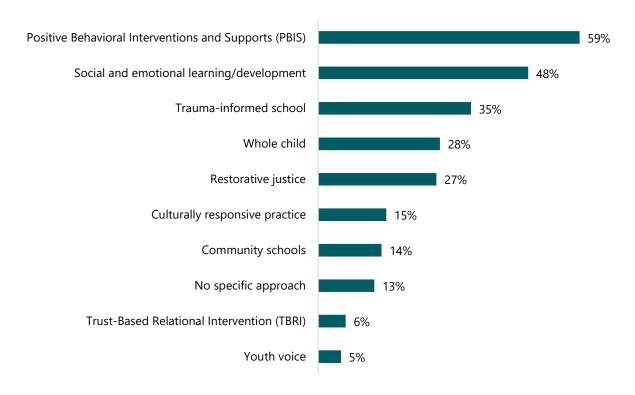


Figure 4: District-level guiding framework for BHWS (district and school administrators, N = 370)

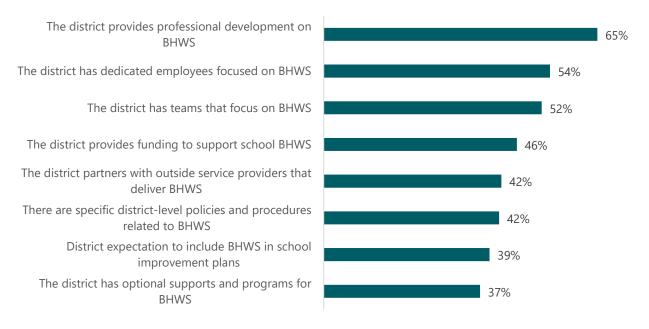
Source: Idaho BHWS survey responses from district and school administrators

Note: Respondents were asked to select all that apply and therefore may have selected multiple approaches.

In regard to guiding frameworks for BHWS, the largest differences between rural and non-rural districts were those that used a trauma-informed school approach (a 22 percentage point difference), restorative justice (15 percentage point difference), and social and emotional learning/development (13 percentage point difference)—and in all cases, rural districts were less likely to use these practices. Overall, 15 percent of administrators at rural districts said they had no specific guiding framework for BHWS compared with 9 percent of administrators at non-rural districts.

Administrators were also asked, "How does your district implement its approach to supporting BHWS?" The supports most frequently selected were professional development on BHWS (65 percent), dedicated district-level employees focused on BHWS (54 percent), and district-level teams to support BHWS (52 percent) (figure 5).

Figure 5: Ways districts implement their approach to supporting BHWS (district and school administrators, N = 355)



Source: Idaho BHWS survey responses from district and school administrators

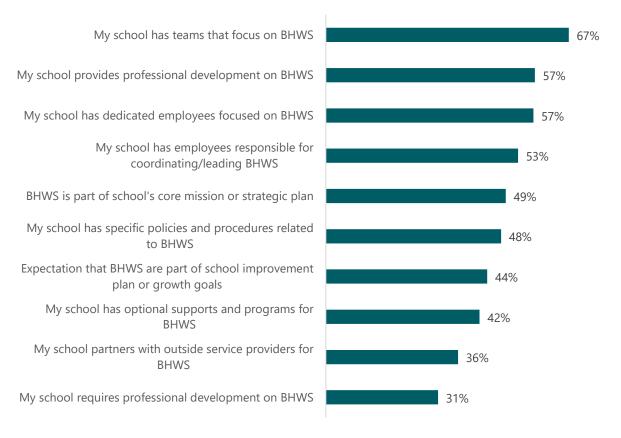
Note: Respondents were asked to select all that apply and therefore may have selected multiple approaches.

Compared with non-rural respondents, rural respondents were 19 percent points more likely to report that their district didn't have specific district-level policies for implementing BHWS and 17 percentage points more likely to report that their district didn't provide professional development.

Compared with non-charter respondents, charter respondents were 19 percentage points less likely to report partnering with outside providers and 18 percentage points less likely to report having district-level teams to support BHWS.

School administrators were also asked about their school-level approaches to BHWS, and the results were similar to responses regarding district-level approaches (figure 6).

Figure 6: Ways schools implement their approach to supporting BHWS (school administrators only, N = 237)²



Note: Respondents were asked to select all that apply and therefore may have selected multiple approaches.

When these data were examined for rural vs. non-rural respondents, the biggest differences were that rural school administrators:

- Used outside service providers 18 percentage points more often than non-rural school administrators
- Said that BHWS was a part of their school mission or strategic plan 11 percentage points less often than non-rural school administrators

Approaches to Supporting BHWS

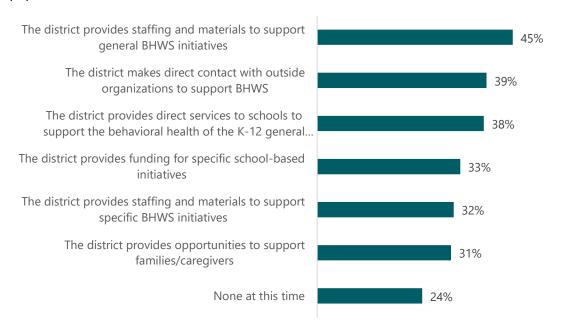
District and school administrators were asked about providing support to families and caregivers, as well as preparing school employees to provide BHWS, as part of their approach to supporting BHWS. They were also asked to reflect on gaps in both their district's and school's approach to BHWS (see the data attachment for responses).

 $^{^{2}}$ School-level responses are not representative of all schools in Idaho due to a low response rate.

BHWS Provided to Families and Caregivers

Both district and school administrators were asked about the BHWS available to families and caregivers of the K–12 general student population (figure 7). Districts cited various methods for providing BHWS, and 24 percent said they do not provide services to families and caregivers at this time.

Figure 7: District-provided BHWS available to the families/caregivers of the K-12 general student population (district and school administrators, N = 330)



Source: Idaho BHWS survey responses from district and school administrators

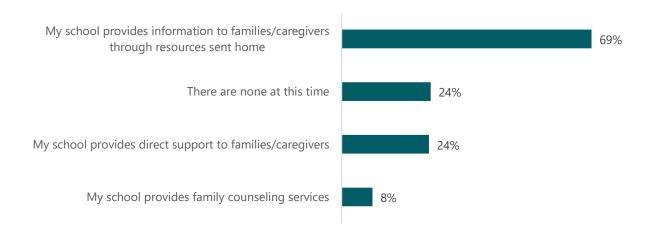
Note: Respondents were asked to select all that apply and therefore may have selected multiple approaches.

The biggest differences in this area between rural districts and non-rural districts were that rural districts were 14 percentage points less likely to provide opportunities to support families or caregivers and 10 percentage points less likely to provide staffing and materials to support BHWS initiatives.

Comparing charters and non-charters, a lower percentage of charter respondents said they offered all options and were 17 percentage points more likely to say they offered none at this time.

School administrators were asked whether their school provided BHWS to the families or caregivers of their K–12 general student population. They reported that the most common service offered to families and caregivers was providing information through resources sent home (69 percent). In addition, 24 percent of school administrators said they provide no direct support to families and caregivers (figure 8).

Figure 8: Aspects of school-provided BHWS available to the families/caregivers of the K–12 general student population (school administrators only, N = 213)³



Note: Respondents were asked to select all that apply and therefore may have selected multiple approaches.

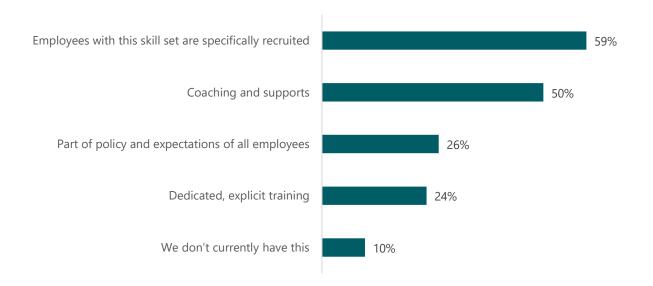
School administrators in rural districts were more likely than school administrators in non-rural districts to report that they offered no services to families and caregivers (28 percent compared with 20 percent). The difference between charter school administrators and non-charter school administrators was larger (34 percent compared with 23 percent).

Employee Preparation to Teach BHWS

In response to survey questions about how they prepared their employees to deliver BHWS, 59 percent of school administrators said they specifically recruited staff members with this skill set, and 50 percent said they used coaching and supports. Overall, 24 percent of school administrators said they offered dedicated and explicit training for BHWS, and only 10 percent they were doing nothing to prepare their employees to deliver BHWS (figure 9).

³ School-level responses are not representative of all schools in Idaho due to a low response rate.

Figure 9: Ways school employees are prepared to deliver BHWS (school administrators only, N = 217)⁴



Note: Respondents were asked to select all that apply and therefore may have selected multiple approaches.

Overall, 13 percent of school administrators in rural districts reported not currently preparing employees to deliver BHWS compared with 5 percent of school administrators in non-rural districts. This difference was larger between charter school administrators (21 percent) and non-charter school administrators (8 percent).

Types of BHWS Offered and How They Are Funded and Assessed

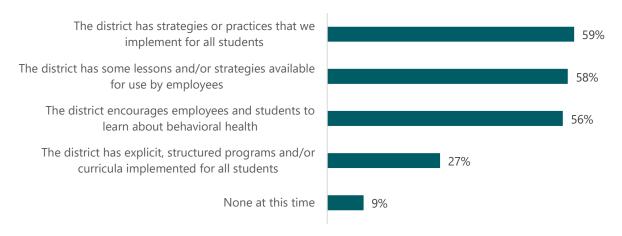
District and school administrators were asked about the types of BHWS offered to the K–12 general student population in their district. School administrators were also asked about the specific types of programs offered at the school level and how these programs are funded and assessed.

Types of BHWS

All respondents were asked what types of BHWS were offered to the K–12 general student population across their district (figure 10). A little over half of respondents said their district has strategies or practices that they implement for all students (59 percent), has lessons and/or strategies available for employees to use (58 percent), and encourages employees and students to learn about behavioral health (56 percent).

⁴ School-level responses are not representative of all schools in Idaho due to a low response rate.

Figure 10: Types of BHWS offered to the K-12 general student population across districts (district and school administrators, N=333)



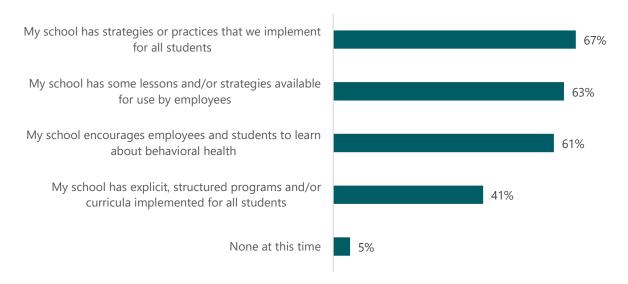
Source: Idaho BHWS survey responses from district and school administrators

Note: Respondents were asked to select all that apply and therefore may have selected multiple approaches.

Overall, 22 percent of school and district administrators from rural districts reported that they had explicit and structured programs and/or curricula for all students, which was 12 percentage points lower than administrators from non-rural districts. No difference between charter and non-charter respondents was greater than 10 percentage points.

School administrators were also asked what types of BHWS were offered to the K–12 general population at their school (figure 11). Similar to district administrators, over half of school administrators said their school has strategies or practices they implement with students (67 percent), has lessons and/or strategies available for use by employees (63 percent), and encourages employees and students to learn about behavioral health (61 percent).

Figure 11: Types of BHWS offered to the K–12 general student population at the school level (school administrators only, N = 216)⁵



Note: Respondents were asked to select all that apply and therefore may have selected multiple approaches.

Compared with non-rural school administrators, rural school administrators said their schools offered fewer services to their students. Specifically, compared with their non-rural peers, rural school administrators were 12 percentage points less likely to report that their school was implementing strategies and practices for all students and 10 percentage points less likely to report that their school had lessons or strategies available for use by employees.

In addition, charter school administrators reported offering no BHWS at this time 12 percentage points more than non-charter school administrators.

School administrators were also asked what specific BHWS programs they use in their schools (figure 12).⁶ Schools reported offering many types of programs, and top two were counseling services and PBIS.

⁵ School-level responses are not representative of all schools in Idaho due to a low response rate.

⁶ Figure 12 displays programs that 10 percent or more of school administrators reported offering. The full list and percentages are in appendix B.

Counseling Services 57% Positive Behavioral Interventions and Supports (PBIS) 54% Suicide Prevention 33% Drug and Alcohol Prevention 33% Love and Logic Sources of Strength Zones of Regulation Second Step 21% 7 Habits of Highly Effective Schools (Kids) Idaho Lives Project 15% Other 15% **CORE Project**

Figure 12: Specific BHWS programs schools provide to K–12 general education students (school administrators only, N = 209)⁷

Note: Respondents were asked to select all that apply and therefore may have selected multiple approaches.

The largest differences between rural and non-rural school administrators were for Zones of Regulation and the CORE Project. Specifically, 21 percent of rural school administrators reported using the CORE Project compared with 7 percent of non-rural school administrators, and 17 percent of rural school administrators said they used Zones of Regulation compared with 32 percent of non-rural school administrators.

Funding BHWS

School administrators were asked how they funded the programs they reported offering (figure 13) ⁸. They reported that few programs are supported by state funds dedicated to behavioral health and that financial support is mostly an even mix of state funding and additional funding sources or that they are not funded with state dollars (figure 13).

⁷ School-level responses are not representative of all schools in Idaho due to a low response rate.

⁸ Figure includes programs that 10% or more of school-level administrators reported offering. The full list and percentages are available in appendix B.

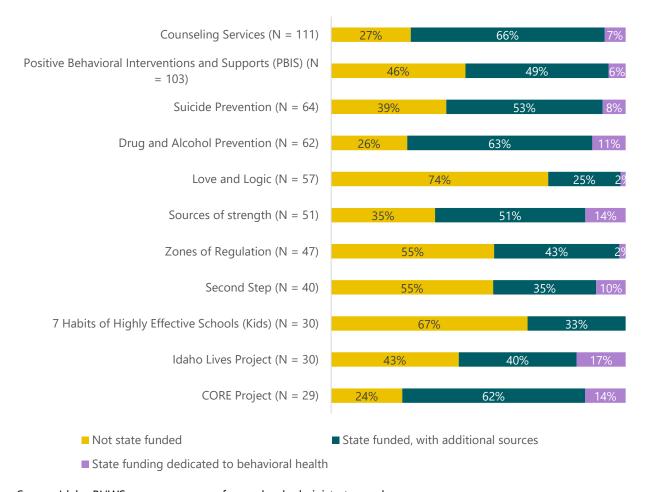


Figure 13: How schools fund the programs they offer (school administrators, N = 194) 9

Measuring the Efficacy and Impact of BHWS

District and school administrators were asked how BHWS are being assessed in their district. Various methods were cited, and behavioral data reviews (71 percent) were most frequently cited (figure 14).

 $^{^{\}rm 9}$ School-level responses are not representative of all schools in Idaho due to a low response rate

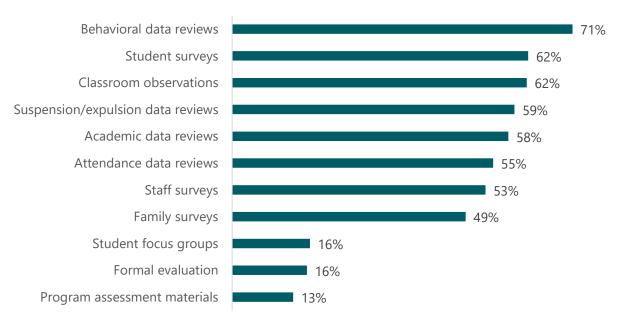


Figure 14: How BHWS are being assessed or measured in districts (district and school administrators, N = 313)

Source: Idaho BHWS survey responses from district and school administrators

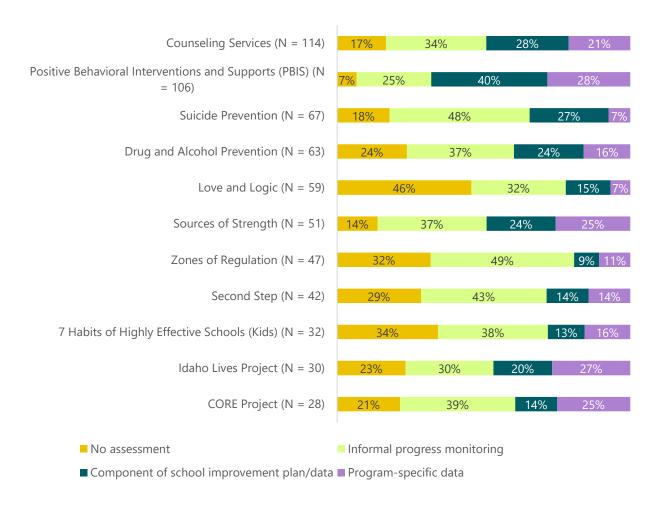
Note: Respondents were asked to select all that apply and therefore may have selected multiple approaches.

Rural school and district administrators were more likely to report that they used classroom observations (10 percentage points more than non-rural administrators). In addition, rural school and district administrators were 10 percentage points less likely to report using suspension or expulsion data reviews to assess their BHWS than non-rural administrators. Charter school administrators reported using classroom observations 10 percentage points less than non-charter school administrators.

School administrators were also asked how they assessed the programs they reported offering. Survey results indicate that programs are most frequently assessed informally or not assessed at all, with only PBIS having over half of program users conducting an assessment through school improvement planning or data or program-specific data (figure 15). ¹⁰

¹⁰ Figure 15 displays programs that 10 percent or more of school administrators reported offering. The full list and percentages are in appendix B.

Figure 15: How schools assess the programs they offer (school administrators only, N = 209)¹¹

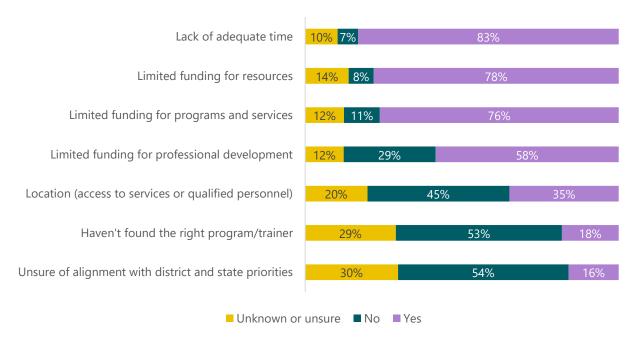


 $^{^{11}}$ School-level responses are not representative of all schools in Idaho due to a low response rate.

Barriers to Implementing BHWS

In the survey, school and district administrators reported on barriers to implementing a full, high-quality BHWS program. They indicated that the top district-level barriers were lack of time (83 percent), limited funding for resources (78 percent), limited funding for programs and services (76 percent), and limited funding for professional development (58 percent). Administrators also responded to open-ended questions about the most significant barriers schools and districts face while implementing BHWS and related supports to K–12 general education students (open-ended survey question responses are in the attachment).

Figure 16: District-level barriers to implementing a full, high-quality BHWS program (district and school administrators, N = 325)



Source: Idaho BHWS survey responses from district and school administrators

One finding that was notably different for rural administrators was location, which was identified as a barrier by 47 percent of rural school and district administrators and only 14 percent of non-rural school and district administrators (figure 17).

86% Lack of adequate time 81% Limited funding for resources 73% 78% Limited funding for programs and services 73% Limited funding for professional development 62% Location (access to services or qualified personnel) 14% 22% Haven't found the right program/trainer 12% 19% Unsure of alignment with district and state priorities 12% ■ Rural ■ Not rural

Figure 17: District-level barriers to implementing a full, high-quality BHWS program, by locale (district and school administrators, N = 325)

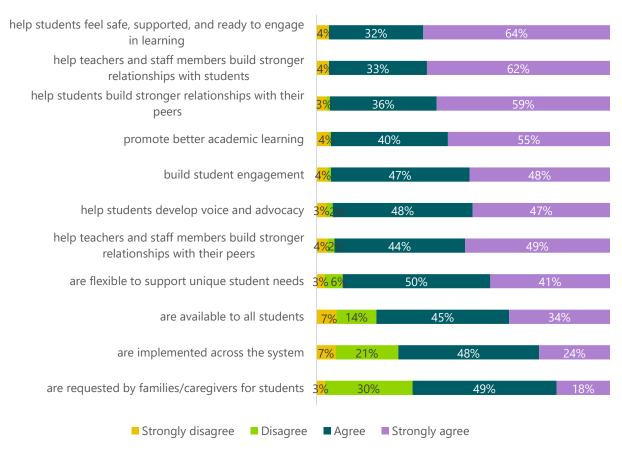
Source: Idaho BHWS survey responses from district and school administrators

Efficacy and Impact

On the survey, school and district administrators were asked how much they agreed or disagreed with specific statements about BHWS. More than 90 percent of respondents agreed or strongly agreed with all but three statements (figure 18).

Figure 18: Percentage of survey respondents who agreed with statements about BHWS (district and school administrators, N = 324)





Source: Idaho BHWS survey responses from district and school administrators

Note: Respondents were asked to select all that apply and therefore may have selected multiple approaches.

Appendix A: Idaho Behavioral Health and Wellness Services Survey (2020)

Informed Consent

To create positive learning experiences, many schools implement strategies that help students develop skills in areas such as emotion management, behavior, and interpersonal communication. These strategies may be delivered directly to students (e.g., through a program or curriculum), implemented as a tool educators can use (e.g., justice circles, morning messages), offered as professional development for school staff members (e.g., trauma-informed practice training), or through other means.

This survey was created in response to a 2020 legislative mandate (House Bill 627, Section 5) to conduct a comprehensive scan of all behavioral health and wellness services (BHWS) that support general education K–12 students in Idaho. The Idaho State Department of Education contracted with Education Northwest to gather this information from district and school administrators. Results will be delivered to the Idaho Legislature in January 2021. This survey will help provide an understanding of what types of BHWS are being implemented to the general population in each school and district; identify service delivery gaps, challenges, and perceived value; and foster understanding of how service delivery is being measured across districts and in schools.

Your perspective as a district or school administrator is very valuable. There are no right or wrong answers. Your participation in this survey is voluntary; you can stop participating at any time, skip a question, or refuse to participate without any consequences. It may be possible to identify you by your responses because we are asking specific questions about your school or district. We do not anticipate any risk to participating in the survey.

This survey should take no more than 30 minutes to complete.

Please complete this survey by September 30, 2020. If you have questions, contact Elizabeth Gandhi at 503-275-9590 or elizabeth.gandhi@educationnorthwest.org.

Behavioral Health and Wellness Services (BHWS) Definition

"Behavioral health" is often used as a clinical term to support targeted or identified students in need of specialized services. For the purposes of this survey, behavioral health and wellness services (BHWS) are focused on the well-being services, strategies, and/or programs available to the K–12 general student population. Along those lines, these services are available to all students, families, and/or school staff members to support students' mental, social, and personal health. They may include:

- Specific goals with strategies and actions available for all students
- Evidence or research-based programs provided to all students
- Dedicated staffing or resources available for all students
- Partnerships with additional agencies to support all students

For the purposes of this survey, BHWS may also be known as:

- Social and emotional learning
- Character development
- Character education
- Mental health and well-being
- Resilience building
- Resiliency training
- Trauma-informed practices
- Responsible citizen education

Please note that this survey asks about the behavioral health and wellness services, strategies, and/or programs available as

part of a typical school experience for students *prior to the COVID-19 pandemic*. We know some of these may not be available post-pandemic.

Before completing this survey, you may want to connect with a team of staff members in your district/school for a full picture of your efforts prior to the COVID-19 pandemic.

You may close the survey and return to it before September 30, 2020, using the unique link you received.

General Questions

Page exit logic: Skip / Disqualify Logic**IF:** #1 Question "Do you agree to participate in this survey?" is one of the following answers ("No") **THEN:** Disqualify and display: "Thank you for your time and enjoy the rest of your day. If you have questions about the survey, please contact Elizabeth Gandhi at 503-275-9590 or elizabeth.gandhi@educationnorthwest.org."

Logic: Show/hide trigger exists.

- 1) Do you agree to participate in this survey?*
- () Yes
- () No

Logic: Show/hide trigger exists. Hidden unless: #1 Question "Do you agree to participate in this survey?" is one of the following answers ("Yes")

2) What is your role? (Select all that apply)* [] District-level administrator			
[] School-level administrator			
Approach to supporting BHWS			
REMINDER:			
 Before completing this survey, it may be helpful to connect with your team for a full picture of pre-COVID-19 efforts. For the purposes of this survey, behavioral health and wellness services (BHWS) are focused on the well-being services strategies, and/or programs available to the K-12 general student population. 			
3) Does your district have a guiding framework or approach for BHWS? (Select all that apply) [] No specific approach			
[] Whole Child			
[] Multi-Tiered System of Supports (MTSS) or Response to Intervention (RTI)			
[] Trauma-Informed School			
[] Restorative Justice			
[] Social and Emotional Learning/Development			
[] Culturally Responsive Practice			
[] Positive Behavioral Interventions and Supports (PBIS)			
[] Youth Voice			
[] Community Schools			
[] Trust-Based Relational Intervention (TBRI)			
[] Other - Write In:			

Logic: Hidden unless: #2 Question "What is your role? (Select all that apply)" is one of the following answers ("School-level administrator")

4) Does your school have a guiding framework or approach for BHWS? (Select all that apply) [] No specific approach
[] Whole Child
[] Multi-Tiered System of Supports (MTSS) or Response to Intervention (RTI)
[] Trauma-Informed School
[] Restorative Justice
[] Social and Emotional Learning/Development
[] Culturally Responsive Practice
[] Positive Behavioral Interventions and Supports (PBIS)
[] Youth Voice
[] Community Schools
[] Trust-Based Relational Intervention (TBRI)
[] Other - Write In:

Approach to supporting BHWS

REMINDER:

- Before completing this survey, it may be helpful to connect with your team for a full picture of pre-COVID-19 efforts.
- For the purposes of this survey, behavioral health and wellness services (BHWS) are focused on the well-being services, strategies, and/or programs available to the K-12 general student population.

[] It is a district-level expectation to have BHWS included in district improvement plans and/or growth goals.
[] The district provides funding to support school BHWS.
[] There are specific district-level policies and procedures related to BHWS.
[] The district has dedicated employees focused on BHWS.
[] The district has teams that focus on BHWS.
[] The district has optional supports and programs for BHWS.
[] The district provides professional development on BHWS.
[] The district partners with outside service providers that deliver BHWS.
[] Other - Write In:
Logic: Hidden unless: #2 Question "What is your role? (Select all that apply)" is one of the following answers ("School-level administrator")
6) How does your school implement its approach to supporting BHWS? (Select all that apply) [] It is an expectation to have BHWS included in my school's improvement plan and/or growth goals. [] It is part of my school's core mission and strategic plan.

] My school has specific policies and procedures related to BHWS.
] My school has dedicated employees focused on BHWS.
] My school has teams that focus on BHWS.
] My school has optional supports and programs for BHWS.
] My school has employees responsible for coordinating/leading BHWS.
] My school requires professional development on BHWS.
] My school provides professional development on BHWS.
] My school partners with outside service providers for BHWS.
] Other - Write In:
approach to supporting BHWS
approach to supporting BHWS SEMINDER:

	<u>.</u>
Logic: Hidden unless: #2 Question "What is your role administrator")	e? (Select all that apply)" is one of the following answers ("School-level
8) Describe any gaps in your school's approach to s	supporting BHWS.
	-
	-
	-

Page entry logic: This page will show when: #2 Question "What is your role? (Select all that apply)" is one of the following answers ("School-level administrator")

Approach to supporting BHWS

REMINDER

- Before completing this survey, it may be helpful to connect with your team for a full picture of pre-COVID-19 efforts.
- For the purposes of this survey, behavioral health and wellness services (BHWS) are focused on the well-being services, strategies, and/or programs available to the K-12 general student population.

Logic: Hidden unless: #2 Question "What is your role? (Select all that apply)" is one of the following answers ("School-level administrator")

9) How does your school implement its approach to supporting BHWS? (Select all that apply) [] It is an expectation to have BHWS included in my school's improvement plan and/or growth goals
[] It is part of my school's core mission and strategic plan.
[] My school has specific policies and procedures related to BHWS.
[] My school has dedicated employees focused on BHWS.
[] My school has teams that focus on BHWS.
[] My school has optional supports and programs for BHWS.
[] My school has employees responsible for coordinating/leading BHWS.
[] My school requires professional development on BHWS.
[] My school provides professional development on BHWS.
[] My school partners with outside service providers for BHWS.
[] Other - Write In:
10) Describe any gaps in your school's approach to supporting BHWS.

Approach to supporting BHWS

REMINDER:

- Before completing this survey, it may be helpful to connect with your team for a full picture of pre-COVID-19 efforts.
- For the purposes of this survey, behavioral health and wellness services (BHWS) are focused on the well-being services, strategies, and/or programs available to the K-12 general student population.

11) Are there aspects of district-provided BHWS that are available to the families/caregivers of the K-12 general student
population? (Select all that apply) [] There are none at this time.
[] The district provides opportunities to support families/caregivers (such as parenting support groups and wraparound services that include BHWS resources).
[] The district provides direct services to schools to support the behavioral health of the K-12 general student population.
[] The district provides funding for specific school-based initiatives.
[] The district provides staffing and materials to support general BHWS initiatives.
[] The district provides staffing and materials to support specific BHWS initiatives.
[] The district makes direct contact with outside organizations to support BHWS in schools.
[] Other - Write In:

Logic: Hidden unless: #2 Question "What is your role? (Select all that apply)" is one of the following answers ("School-level administrator")

12) Are there aspects of school-provided BHWS that are available to the families/caregivers of the K-12 general student population? (Select all that apply) [] There are none at this time.
[] My school provides direct support to families/caregivers (such as parenting support groups and wraparound services that include BHWS resources).
[] My school provides information to families/caregivers through resources sent home, information nights, etc.
[] My school provides family counseling services.
[] Other - Write In:
Logic: Hidden unless: #2 Question "What is your role? (Select all that apply)" is one of the following answers ("School-level administrator")
13) How are employees at your school prepared to deliver BHWS? (Select all that apply) [] We don't currently have this
[] Dedicated, explicit training
[] Coaching and supports
[] Employees with this skill set are specifically recruited (e.g., guidance counselor, social worker, school nurse)
[] Part of policy and expectations of all employees
[] Other - Write In:

What types of BHWS are being implemented, and where are there gaps?

REMINDER:

- Before completing this survey, it may be helpful to connect with your team for a full picture of pre-COVID-19 efforts.
- For the purposes of this survey, behavioral health and wellness services (BHWS) are focused on the well-being services, strategies, and/or programs available to the K-12 general student population.

14) What types of BHWS are offered to the K-12 general student population across the district? (Select all that apply) [] None at this time.
[] The district has explicit, structured programs and/or curricula implemented for all students.
[] The district has strategies or practices that we implement for all students.
[] The district has some lessons and/or strategies available for use by employees and students.
[] The district encourages employees and students to learn about behavioral health.
Logic: Hidden unless: #2 Question "What is your role? (Select all that apply)" is one of the following answers ("School-level
Logic: Hidden unless: #2 Question "What is your role? (Select all that apply)" is one of the following answers ("School-level administrator")
administrator") 15) What types of BHWS are offered to the K-12 general student population at the school level? (Select all that apply)
administrator") 15) What types of BHWS are offered to the K-12 general student population at the school level? (Select all that apply) [] None at this time.
15) What types of BHWS are offered to the K-12 general student population at the school level? (Select all that apply) [] None at this time. [] My school has explicit, structured programs and/or curricula implemented for all students.
15) What types of BHWS are offered to the K-12 general student population at the school level? (Select all that apply) [] None at this time. [] My school has explicit, structured programs and/or curricula implemented for all students. [] My school has strategies or practices that we implement for all students.

Page entry logic: This page will show when: #2 Question "What is your role? (Select all that apply)" is one of the following answers ("School-level administrator")

What types of BHWS are being implemented, and where are there gaps?

REMINDER:

- Before completing this survey, it may be helpful to connect with your team for a full picture of pre-COVID-19 efforts.
- For the purposes of this survey, behavioral health and wellness services (BHWS) are focused on the well-being services, strategies, and/or programs available to the K-12 general student population.

16) Does your school provide these specific BHWS to general education K-12 students? (Select all that apply [] 7 Habits of Highly Effective Schools (Kids)
[] 7 Mindsets
[] Advocacy Time
[] Ambitions of Idaho
[] Character Counts
[] Check and Connect
[] Conscious Discipline
[] Core Essential Values
[] CORE Project
[] Counseling Services

[] Drug and Alcohol Prevention
[] Idaho Lives Project
[] Leader in Me
[] Love and Logic
[] Minds Up
[] PAX Good Behavior Game
[] Positive Behavioral Interventions and Supports (PBIS)
[] Project Wisdom
[] Recognizing, Understanding, Labeling, Expressing, and Regulating (RULER) Program
[] Second Step
[] Sources of Strength
[] Suicide Prevention
[] Toolbox Curriculum
[] Why Try
[] Youth Mental Health Supports
[] Zones of Regulation
[] Other - Write In:

Page entry logic: This page will show when: #2 Question "What is your role? (Select all that apply)" is one of the following answers ("School-level administrator")

What types of BHWS are being implemented, and where are there gaps?

REMINDER:

- Before completing this survey, it may be helpful to connect with your team for a full picture of pre-COVID-19 efforts.
- For the purposes of this survey, behavioral health and wellness services (BHWS) are focused on the well-being services, strategies, and/or programs available to the K-12 general student population.

Logic: Hidden unless: #2 Question "What is your role? (Select all that apply)" is one of the following answers ("School-level administrator")

How are the BHWS offered by your school funded?

Does not use state funding	Uses state funding, with additional sources	Uses state funding dedicated solely to behavioral health

What types of BHWS are being implemented, and where are there gaps?

REMINDER:

• Before completing this survey, it may be helpful to connect with your team for a full picture of pre-COVID-19 efforts.

• For the purposes of this survey, behavioral health and wellness services (BHWS) are focused on the well-being services, strategies, and/or programs available to the K-12 general student population.

17) At the district-level, are the following barriers to implementing a full, high-quality BHWS program for the K-12 general

student population?

student population:				
	Yes	No	Unknown or unsure	
Limited funding for resources (e.g., employees and materials)	()	()	()	
Lack of adequate time (i.e., competing priorities)	()	()	()	
Limited funding for programs and services	()	()	()	
Limited funding for professional development	()	()	()	

Haven't found the right program/trainer	()	()	()
Unsure of alignment with district and state priorities	()	()	()
Location (access to services or qualified personnel)	()	()	()

Logic: Hidden unless: #2 Question "What is your role? (Select all that apply)" is one of the following answers ("School-level administrator")

18) At the school-level, are the following barriers to implementing a full, high-quality BHWS program for the K-12 general student population?

staacht population.				
	Yes	No	Unknown or unsure	
Limited funding for resources (e.g., employees and materials)	()	()	()	

Lack of adequate time (i.e., competing priorities)	()	()	()
Limited funding for programs and services	()	()	()
Limited funding for professional development	()	()	()
Haven't found the right program/trainer	()	()	()
Unsure of alignment with district and state priorities	()	()	()
Location (access to services or qualified personnel)	()	()	()

19) What are the most significant barriers your dist student population?	trict is facing while implementing BHWS and supports to the K-12 general
	- -
Logic: Hidden unless: #2 Question "What is your role administrator")	e? (Select all that apply)" is one of the following answers ("School-level
20) What are the most significant barriers your sch student population?	ool is facing while implementing BHWS and supports to the K-12 general
	- -
	- -
How do you measure efficacy and impact?	

REMINDER:

• Before completing this survey, it may be helpful to connect with your team for a full picture of pre-COVID-19 efforts.

• For the purposes of this survey, behavioral health and wellness services (BHWS) are focused on the well-being services, strategies, and/or programs available to the K-12 general student population.

21) How is BHWS being assessed or measured districtwide? (Select all that apply) [] Attendance data reviews
[] Behavioral data reviews
[] Suspension/expulsion data reviews
[] Academic data reviews
[] Student surveys
[] Staff surveys
[] Family surveys
[] Classroom observations
[] Student focus groups
[] Program assessment materials
[] Formal evaluation
[] Other - Write In:
Logic: Hidden unless: #2 Question "What is your role? (Select all that apply)" is one of the following answers ("School-level administrator")
22) How is BHWS being assessed or measured at your school? (Select all that apply) [] Attendance data reviews
[] Behavioral data reviews

[] Suspension/expulsion data reviews
[] Academic data reviews
[] Student surveys
[] Staff surveys
[] Family surveys
[] Classroom observations
[] Student focus groups
[] Program assessment materials
[] Formal evaluation
Other - Write In:

Page entry logic: This page will show when: #2 Question "What is your role? (Select all that apply)" is one of the following answers ("School-level administrator")

How do you measure efficacy and impact?

REMINDER:

- Before completing this survey, it may be helpful to connect with your team for a full picture of pre-COVID-19 efforts.
- For the purposes of this survey, behavioral health and wellness services (BHWS) are focused on the well-being services, strategies, and/or programs available to the K-12 general student population.

Logic: Hidden unless: #2 Question "What is your role? (Select all that apply)" is one of the following answers ("School-level administrator")

How is the specific BHWS provided at your school assessed or measured?

	Informal progress monitoring	A component of our overall school improvement plan/data	Program- specific data	We do not assess or measure this program
--	------------------------------------	---	------------------------------	---

How do you measure efficacy and impact?

REMINDER:

- Before completing this survey, it may be helpful to connect with your team for a full picture of pre-COVID-19 efforts.
- For the purposes of this survey, behavioral health and wellness services (BHWS) are focused on the well-being services, strategies, and/or programs available to the K-12 general student population.

23) Please rate your agreement with the following statements:

Behavioral health and wellness services ...

	Strongly disagree	Disagree	Agree	Strongly agree
build student engagement	()	()	()	()
promote better academic learning	()	()	()	()
help teachers and staff members build stronger relationships with students	()	()	()	()
help teachers and staff members build stronger relationships with their peers	()	()	()	()
help students build stronger relationships with their peers	()	()	()	()
help students feel safe, supported,	()	()	()	()

and ready to engage in learning				
help students develop voice and advocacy	()	()	()	()
are flexible to support unique student needs	()	()	()	()
are implemented across the system	()	()	()	()
are requested by families/caregivers for students	()	()	()	()
are available to all students	()	()	()	()

BHWS

24) Please provide any additional feedba or school.	ack you'd like to share on the topic of K-12 general education BHWS in your district
Thank You!	
iiik 10d.	

Thank you for taking this survey. Your response is very important.

If you have any questions or concerns about this survey, contact Elizabeth Gandhi at 503-275-9590 or elizabeth.gandhi@educationnorthwest.org.

Appendix B: School Programs, Funding, and Assessment

	Percentage using program	Not state funded	State funded, with additional sources	State funding dedicated to behavioral health	No assessment	Informal progress monitoring	Component of school improvement plan/data	Program- specific data
Specific programs identified (I	v = 209)	ВН	WS state funding (N	= 194)		BHWS asse	ssment (N = 203)	
Counseling Services	57%	27%	66%	7%	17%	34%	28%	21%
Positive Behavioral Interventions and Supports (PBIS)	54%	46%	49%	6%	7%	25%	40%	28%
Suicide Prevention	33%	39%	53%	8%	18%	48%	27%	7%
Drug and Alcohol Prevention	33%	26%	63%	11%	24%	37%	24%	16%
Love and Logic	30%	74%	25%	2%	46%	32%	15%	7%
Sources of Strength	25%	35%	51%	14%	14%	37%	24%	25%
Zones of Regulation	23%	55%	43%	2%	32%	49%	9%	11%
Second Step	21%	55%	35%	10%	29%	43%	14%	14%
7 Habits of Highly Effective Schools (Kids)	17%	67%	33%	0%	34%	38%	13%	16%
Idaho Lives Project	15%	43%	40%	17%	23%	30%	20%	27%
Other	15%				10%	42%	29%	19%
CORE Project	14%	24%	62%	14%	21%	39%	14%	25%
Character Counts	10%	74%	26%	0%	42%	42%	11%	5%
Leader in Me	8%	50%	44%	6%	12%	18%	53%	18%
Youth Mental Health Supports	8%	44%	56%	0%	12%	59%	18%	12%
Toolbox Curriculum	8%	57%	43%	0%	20%	53%	13%	13%
Conscious Discipline	7%	62%	38%	0%	14%	57%	14%	14%
Why Try	6%	30%	50%	20%	18%	36%	27%	18%
7 Mindsets	4%	43%	57%	0%	29%	43%	0%	29%
Advocacy Time	4%	43%	29%	29%	14%	43%	29%	14%
Core Essential Values	4%	33%	50%	17%	0%	100%	0%	0%

	Percentage using program	Not state funded	State funded, with additional sources	State funding dedicated to behavioral health	No assessment	Informal progress monitoring	Component of school improvement plan/data	Program- specific data
Check and Connect	3%	86%	14%	0%	14%	29%	29%	29%
Recognizing, Understanding, Labeling, Expressing, and Regulating (RULER) Program	1%	50%	50%	0%	50%	0%	0%	50%
Ambitions of Idaho	0%12				0%	100%	0%	0%
Project Wisdom	0% ¹²	100%	0%	0%	0%	0%	0%	100%
Minds Up	0%12							
PAX Good Behavior Game	0%12							

 $^{^{12}}$ Number of respondents rounded to 0%.

SUBJECT

Curricular Materials Selection Committee Appointments

REFERENCE

April 17, 2014 Board approved seven appointments to the Curricular

Materials Selection Committee for terms effective June

1, 2014 and ending May 31, 2019.

October 22, 2015 Board approved ten appointments to the Curricular

Materials Selection Committee for terms effective July

1, 2016 and ending June 30, 2021.

February 2019 Board approved seven appointment to the Curricular

Materials Selection Committee to five-year terms, effective March 1, 2019 and ending April 30, 2024,

representing the State Department of Education.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-118, Idaho Code – Courses of study – Curricular materials Section 33-118A, Idaho Code – Curricular materials – Adoption procedures IDAPA 08.02.03.128 – Rules Governing Thoroughness, Curricular Materials Selection and Online Course Approval

BACKGROUND/DISCUSSION

The Curricular Materials Selection Committee helps to provide equity in the quality of instructional materials available to Idaho's public schools. The Committee recommends instructional materials for adoption by the State Board of Education (Board). Upon adoption by the Board, the State Department of Education contracts with the publishers of the materials, ensuring that all public schools, regardless of size, have the choice to purchase these quality materials at a low, contracted price.

Section 33-118A, Idaho Code, and IDAPA 08.02.03, Section 128, set forth criteria for membership on the Curricular Materials Selection Committee (Committee). Committee members are appointed by the Board for a period of five (5) years. In accordance with IDAPA 08.02.03.128, the Committee consists of not less than ten (10) total members from the following stakeholder groups: certified Idaho classroom teachers, Idaho public school administrators, Idaho higher education officials, parents, local board of trustees members, members of the Division of Career Technical Education, and State Department of Education (Department) personnel. The Executive Secretary is an employee of the Department and a voting member of the Committee.

To fill current and upcoming vacancies on the Committee, nominations were sought from school districts, parent organizations, and Department staff. Resumes and other application materials for interested individuals are attached.

Nominees for appointment include:

- M. Michelle Southwick, Idaho Public School Administrator, Madison County School District #321
- Kelli Schroeder, Idaho Public School Administrator, Filer #413
- John Stegmaier, Teacher, Boise School District #1
- Robyn Hill, Teacher Nampa School District #131
- Shannon Kelly, Teacher, Payette School District #371
- Nathan Tracy, Parent

The Department recommends the appointment of all nominees.

IMPACT

Appointment of Curricular Materials Selection Committee members ensures statutory compliance.

ATTACHMENTS

Attachment 1 – Current Curricular Materials Selection Committee Members

Attachment 2 – M. Michelle Southwick Application

Attachment 3 – Kelli Schroeder Application

Attachment 4 – John Stegmaier Application

Attachment 5 – Robyn Hill Application

Attachment 6 - Shannon Kelly Application

Attachment 7 – Nathan Tracy Application

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Section 33-118, Idaho Code, assigns responsibility to the State Board of Education for determining how and under what rules curricular materials shall be adopted for the public schools. The Board of Trustees for each school district may also adopt their own curricular materials. Curricular materials are required to be consistent with Idaho Content Standards. Pursuant to Section 33-118A, Idaho Code, the committee must consist of at least two "persons who are not public educators or school trustees." One additional appointment will be made of a person that does not work in education to bring the committee make-up into compliance with Idaho statute.

Staff recommends approval.

BOARD ACTION

I move to appoint M. Michelle Southwick to the Curricular Materials Selection Committee for a five-year term, effective March 1, 2021 and ending February 28, 2026, representing public school administrators.

Moved by	Seconded by	Carried Yes	No	
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I move to appoint Kelli Schroeder to the Curricular Materials Selection Committee for a five-year term, effective March 1, 2021 and ending February 28, 2026, representing public school administrators.

Moved by	Seconded by	Carried Yes	_ No	
	Stegmaier to the Curricular effective March 1, 2021 a lassroom teachers.			
Moved by	Seconded by	Carried Yes	No	
	n Hill to the Curricular Mate ive March 1, 2021 and lassroom teachers.			
Moved by	Seconded by	Carried Yes	No	
	nnon Kelly to the Curricular effective March 1, 2021 a lassroom teachers.			
Moved by	Seconded by	Carried Yes	No	
	nan Tracy to the Curricular effective March 1, 2021 a			
Moved by	Seconded by	Carried Yes	No	

Selection Committee Curricular Materials



COMMITTEE LISTING

Committee Member	Stakeholder Group
Chrystal Allen	Executive Secretary, Idaho State Department of Education
Kristi Enger Term Expires: April 30, 2024	Idaho Career & Technical Education
Dana Johnson Term Expires: April 30, 2024	Idaho Higher Education Official
Julie Magelky Term Expires: April 30, 2024	Idaho Higher Education Official
Taylor Raney Term Expires: April 30, 2024	Idaho Higher Education Official
Vacant	Idaho Public School Administrators
Laree Jansen Term Expires: June 30, 2021	Parent
Vacant	Parent
Bonnie Farmin Term Expires: April 30, 2024	Trustee/Local Board of Education Member
Stacey Jensen Term Expires: June 30, 2021	Certified Idaho Classroom Teacher Pocatello/Chubbuck School District #25
Zoe Jorgensen Term Expires: October 31, 2020	Certified Idaho Classroom Teacher Idaho Falls School District #91

Committee Member	Stakeholder Group
Sharon Tennent	Certified Idaho Classroom Teacher
Term Expires: October 31, 2020	Boise Independent School District #1
Lisa Olsen	Certified Idaho Classroom Teacher
Term Expires: April 30, 2024	Bonneville Joint School District #93
Melyssa Ferro	Certified Idaho Classroom Teacher
Term Expires: October 31, 2020	Caldwell School District #132
Darlene Dyer	Certified Idaho Classroom Teacher
Term Expires: June 30, 2021	Blaine County School District #61
Aaron McKinnon	State Department of Education Personnel
Term Expires: April 30, 2024	

For Questions Contact

Content & Curriculum – Curricular Materials Idaho State Department of Education 650 W State Street, Boise, ID 83702 208 332 6800 | www.sde.idaho.gov

M Michele Southwick

msouthwick@sd251.org

ATTACHMENT 2

Submission Date November 4, 2020 10:37

Name M Michele Southwick

Home Address (No PO Box) 527 Henderson Street, 3850 E 300 N

Rexburg, ID, 83440

Preferred Email Address msouthwick@sd251.org

Preferred Phone Number (208) 745-6693

Current vacancies on the Committee you wish to fill: Idaho Public School Administrator

Do you meet the criteria for consideration of any other position on the Committee?

None

Have you served on the Curricular Materials Selection Committee previously?

No

What school district do you reside

Madison County School District

Please briefly describe your experience implementing Idaho Content Standards. Please include additional work with the standards.

I have worked closely with the Idaho Content Standards over the past 10 years, first as a principal of a K-5 school, and now as a Director that oversees 7 elementary schools in the district. Monitoring instruction and identifying curricular materials that align to the Idaho Content Standards has comprised the majority of my work over the past 6 plus years. Please see attached resume and cover letter.

Please upload a copy of your resume or curriculum vitae.



Please upload a cover letter.



M. Michele Southwick

527 Henderson Street, Rexburg, ID 83440 | 208-313-3963 | msthwk@gmail.com

November 4, 2020

Dear Selection Committee:

I am a successful educational leader with six and half years of experience at the district level and seven years at the school level. I have performed at a distinguished level throughout the years as evidenced by my evaluations. *My greatest strength is my dedication to students and consistently making decisions based upon what will ensure their success at the highest levels.* I believe the Idaho Content Standards assist students in reaching these high levels of achievement.

Having committed the last ten and a half years to an Idaho school district, I would like to expand my sphere of influence by assisting at the state level to evaluate all textbooks/instructional materials offered for adoption and make recommendations to the State Board of Education. I am available and willing to recruit and select teachers to serve as Textbook Evaluation Advisors to review materials during evaluation week, and have experience facilitating activities and meetings.

I believe I am an excellent candidate to be on the Curricular Materials Selection Committee as I have experience with district-wide adoptions of English Language Arts, Math, Science, Socials Studies, and intervention materials at the preK-8 level. Each time we used specific protocols to the specific content area to ensure the materials were aligned to both the Idaho Content Standards and the required pedagogy. Ease of use for teachers to ensure appropriate implementation was also a consideration.

I would ask the Selection Committee to seriously consider my exceptional leadership skills, commitment to the state of Idaho, experience, and performance when making their decision. *I will always put students first and continue to give my all to make Idaho stronger*. I have completed the required application and submitted it along with all other required documentation. Thank you for your consideration and I look forward to serving on this committee.

Sincerely,

M. Michele Southwick

malett

M. Michele Southwick

527 Henderson Street, Rexburg, ID 83440 | 208-313-3963 | msthwk@gmail.com

WHO I KNOW (Referrals/Recommendations)

Chad Martin (Current Superintendent): Chad and I were colleagues for 3 ½ years before he became the superintendent of our district 1 ½ years ago. I appreciate the opportunities for growth in leadership knowledge and skills that he consistently provides and supports me in as my supervisor.

Lisa Sherick (Previous Superintendent): Lisa was instrumental in the securement of my current position as the Director of Elementary Education and Federal Programs for the district. I have learned skills that are essential to being a successful superintendent under her leadership.

Ron Tolman (Previous Superintendent): Ron was instrumental in my being hired in the district in 2010. I am grateful he trusted my leadership abilities to be appointed as the principal of Jefferson Elementary School.

WHY I WANT TO BE HERE (Personal Statement)

I have been an employee of the district since 2010 and am proud to be part of a district that consistently makes decisions based on what is best for students. I feel we are a progressive district and have gained momentum in the areas of student achievement and staff expertise over the past several years. I am committed to continuing the work we are currently doing in order to achieve even greater heights for our students, staff, and community.

HOW I CAN ADD VALUE (Talent/Character/Skills)

The role of assistant superintendent aligns well with my individual character qualities, talents, and skills: belief and actions that students are one of the most important assets of society, leadership and team building skills, consensus building ability, budget development, administrator supervision, curriculum development and improvements, school security and safety, standardized testing and data analysis, budget development and monitoring, bond and building knowledge, program evaluation and assessment, workshop and seminar presentations, program management and coordination, family and community communication, policy review and alignment with state/federal law, and Board/community relations. I am a hard worker and am loyal to the mission and vision of the district at all times. My ability to learn quickly with high attention to detail make it possible for me to keep the focus on students at all times.

WHERE I HAVE BEEN (Work Experience)

Jefferson Joint School District – Rigby, ID: Director of Elementary Education, 2015-present Supervise and evaluate elementary administrative staff; develop and implement curriculum; oversee assessments K-5; oversee all aspects of federal programs K-12; observe classrooms; provide leadership to the principals in all aspects of personnel management; support he implementation of professional learning communities (PLCs); serve as a liaison for curriculum and instruction at regional, state, and national levels; responsible for the implementation and observance of all board policies at the elementary level; actively recruit and retain qualified teachers; oversee, grow and promote the World Language Immersion Program (WLIP); promote and support instructional and mentoring programs for elementary teachers; present information and reports at Board meetings; maintain a high standard of ethical conduct and confidentiality.

Jefferson Joint School District – Rigby, ID: Director of Curriculum & Instruction, 2014-15
Supervise and evaluate K-12 administrative staff; develop and implement curriculum; oversee assessments K-12; oversee all aspects of federal programs K-12; observe classrooms; provide leadership to the principals in all aspects of personnel management; support the implementation

ATTACHMENT 2

of professional learning communities (PLCs); serve as a liaison for curriculum and instruction at regional, state, and national levels; responsible for the implementation and observance of all board policies K-12; actively recruit and retain qualified teachers; oversee, grow and promote the World Language Immersion Program (WLIP); promote and support instructional and mentoring programs for all teachers; present information and reports and Board meetings; maintain a high standard of ethical conduct and confidentiality.

Jefferson Joint School District - Rigby, ID: Principal, 2010-14

Responsible for supervision, evaluation, and leadership of certificated staff and classified staff at Farnsworth Elementary School (2013-14) and Jefferson Elementary School (2010-2013); supervised all instruction, attendance, and behavior; assisted teaching staff in the development of pacing guides and common assessments; managed classified employee schedules; maintained and updated the school handbook; assured compliance with state and federal laws and guidelines in regard to instructional time and funding; assisted teaching staff in increasing their instructional expertise; data boards were incorporated in order to inform and change instruction in the classrooms; Professional Learning Communities (PLC's) were utilized to make instructional decisions; professional development and coaching were provided for staff members as needed and identified using evaluation/walk-through data.

Union Gap School District – Union Gap, WA: Principal, 2007-10

Responsible for supervision, evaluation, and leadership of all certificated staff and some classified staff; implemented a three-year teacher induction program; supervised the English Language Learner (ELL) program and Response to Intervention (RTI); district curriculum director; managed the master schedule and classified work schedules; maintained and updated district handbooks; completed grants for Title II and Title III funds and highly capable (gifted) funds; responsible for assuring compliance with state and federal laws and guidelines; assured compliance with the negotiated agreements for both certificated and classified staffs; assisted teaching staff in meeting Highly Qualified status as outlined in No Child Left Behind (NCLB); planned and implemented professional development and coaching for all staff members.

Union Gap School District – Union Gap, WA: Middle School Math Teacher, 2002-2007
Planned and implemented research-based math instruction for grades 6-8; created a studentcentered learning environment; built positive relationships with students, parents, and
colleagues; assessed students and reported data to parents and administration.

Toppenish Children's Center Preschool – Toppenish, WA: Preschool Teacher, 1998-2002

Planned and implemented curriculum for children ages 2 1/1 to 5 years of age; created a childcentered learning environment; built positive relationships with students and parents; assessed
students and reported data to parents, including counseling regarding student's skills.

WHAT I HAVE LEARNED (Education/Certificates)

ED.S. | MAY 2018 | NORTHWEST NAZARENE UNIVERSITY - NAMPA, ID

- · Major: Education Specialist
- · PreK-12 School Superintendent Certificate

MA ED. | MAY 2007 | WASHINGTON STATE UNIVERSITY - RICHLAND, WA

- · Major: Educational Leadership
- · PreK-12 School Principal Certificate

BA | MAY 1992 | HERITAGE UNIVERSITY - TOPPENISH, WA

- · Major: Science Education
- · Secondary Teaching Certificate
- Endorsements: Natural Science (6-12), Biological Science (6-12), Mathematics (6-12)

SDE TAB 5 Page 24e 2

ATTACHMENT 3

Submission Date
November 4, 2020 12:28

Kelli Schroeder

kelli.schroeder@filer.k12.id.us

Name Kelli Schroeder

Home Address (No PO Box) 3290 E 3387 N

Kimberly, Idaho, 83341

Preferred Email Address kelli.schroeder@filer.k12.id.us

Preferred Phone Number (208) 539-7720

Committee you wish to fill:

Current vacancies on the

Idaho Public School Administrator

Do you meet the criteria for consideration of any other position on the Committee?

None

Have you served on the Curricular Materials Selection Committee previously?

No

What school district do you reside

Filer School District #413

Please briefly describe your experience implementing Idaho Content Standards. Please include additional work with the standards.

I served as a building administrator when the Idaho Content Standards were adopted. I attended several workshops put on by the Idaho State Department of Education and Idaho Leads (as well as others) to gain a better understanding of the standards. I would often reference Arizona's matriculation guide to provide teachers and parents specific examples of the math standards in order to gain a more thorough understanding. i also have attended SBAC trainings which are also related to understanding the standards. I have spent time researching additional assessments that are valuable in determining a student's progress toward mastering the standards. I have read (a few times) the report released by the National Math Panel in 2008 prior to the standards being updated. As an administrator, it is my duty to be an instructional leader. I take time to conduct research to ensure decisions are made in the best interest of children. While I have never directly implemented the Idaho Content Standards, I have been instrumental in ensuring my staff has the knowledge, preparation, and confidence to do so.

Please upload a copy of your resume or curriculum vitae.



Please upload a cover letter.



ATTACHMENT 3

Filer School District 413 Central Office

Kelli Schroeder, Superintendent

Kyle Pryde, Business Manager
Teresa Kullhem, HR/Payroll/Board Clerk
700 B Stevens Ave.

Filer, ID 83328

Phone: (208) 326-5981

FAX: (208) 326-3350

November 3, 2020

To Whom It May Concern,

I am extremely interested in serving as a member of the curriculum materials selection committee. Since graduating from college twenty-nine years ago, I have had the opportunity to experience the role of superintendent, principal, vice-principal, reading specialist, school counselor, and classroom teacher.

I recall back in 1991 when I was hired as a third-grade teacher in Twin Falls. As the principal showed me to the classroom, one of the first questions I asked was, "Where are the curriculum guides?" He gave me an odd look and we found them in the back corner of a cupboard. My college education taught me that these thin notebooks were my guide to "what to teach." I then dove into the supported curriculum materials which were provided and *assumed* to be aligned with the district's adopted standards. I was thankful my college experience prepared me for this.

I have always been one to do my own research, collect information, analyze data, and report facts. Throughout my career, I have been drawn to the triangular relationship with CIA (curriculum, instruction, assessment). All three pieces need to work in tandem for high levels of student achievement to occur.

The training through the Reading First era taught me how to look at curriculum through a microscopic lens. I have transferred these skills when adopting other curricular materials (such as math, social-emotional learning, etc.) It is critical that curriculum is aligned with standards. The more knowledge and evidence-based tools a teacher has, the better equipped he/she is to help students be successful.

Over the years I have been involved in curricular (textbook) adoption at a district level. One of the sources for guidance is always utilizing the information from the Idaho State's Curricular Materials Selection Committee. This committee has researched and vetted the materials prior to posting their findings on the Idaho State Department of Education's website.

While I may not be an expert in all aspects of curriculum, I am devoted to research and furthering my knowledge. I am self-motivated and learn quickly. My counseling and mediation background allows me to work effectively with different personality types. Using strong interpersonal skills, I am able to communicate clearly with others, especially in difficult situations.

As a person who loves to learn, thrives with new challenges, is dedicated and personable, I am confident I will be an asset to the Curricular Material Selection Committee. I will bring a new and refreshing perspective to the team. I am hopeful you will consider me to be a strong candidate and team member.

Sincerely,

Kelli Schroeder

Filer School District 413 Central Office

Kelli Schroeder, Superintendent Phone: (208) 326-5981 700 B Stevens Ave. FAX: (208) 326-3350

Filer, ID 83328

Resume

Objective Curricular Materials Selection Committee member

Employment

Superintendent

2020-present Filer School District Filer, ID

Principal

2002-2020 Bickel School Twin Falls, ID

Vice-principal

1999-2002 Bickel School Twin Falls, ID

Reading Specialist

2000-2002 Bickel School Twin Falls, ID

Counselor

1994-2000 Twin Falls School District Twin Falls, ID

Classroom Teacher

1991-1994 Sawtooth School Twin Falls, ID

Additional Experience

Curriculum Development

Developed and revised district curriculum including math, reading, and counseling

Committee Assignments

• Served on various committees including: reading adoption, math adoption, district Title 1 federal programs, safety, parent compact, sick leave bank, social, bulletin board, parent-night, math, reading, insurance, etc.

ATTACHMENT 3

Grant Writing and Awards

• Blue Cross Healthy Partnership Technical Assistant Award, St. Luke's CHIF grant, Boys/Girls Club 21st Century Community Learning Grant, St. Luke's Bike Day, Idaho State Department of Education Technology Grant, Reading First grant

Summer School Coordinator

 Organized and operated summer school for elementary aged students in the Twin Falls School District

Adult Classes

- **Developing Capable People Facilitator** Ten-week training for adults to build relationship, communication, and parenting skills
- **Technology Instructor** Taught computer courses to educators
- Companion Trainer Taught mini-lessons focusing on best practices in working with children and boosting self-esteem and character, trained companions in goal-setting and achievement, monitored work of others

Idaho State Supreme Court Child-Custody Mediator

- Facilitate mediation between divorced couples
- Provide services to the Status Offender Program

Education

Educational Specialist

Education Administration (Superintendency) 2017 University of Idaho Moscow, ID

Educational Specialist

Education Administration (Principalship) 1998 University of Idaho Moscow, ID

Masters of Education

School and Community Counseling 1994 College of Idaho Caldwell, ID

Bachelor of Arts

Elementary Education
1991 Carroll College Helena, MT

Publication

Peer Coaching Perspectives Fall 1998 Volume XVI, No. 1

John Stegmaier

john.stegmaier@boiseschools.org

ATTACHMENT 4

Submission Date November 20, 2020 13:59

Name John Stegmaier

Home Address (No PO Box) 1351 E. Red Rock Dr.

Meridian, ID, 83646

Preferred Email Address john.stegmaier@boiseschools.org

Preferred Phone Number (520) 490-1975

Current vacancies on the Committee you wish to fill:

Certified Idaho Classroom Teacher

Do you meet the criteria for consideration of any other position on the Committee?

Certified Idaho Classroom Teacher

Have you served on the Curricular Materials Selection Committee previously?

No

What school district do you reside

Boise

Please briefly describe your experience implementing Idaho Content Standards. Please include additional work with the standards.

Idaho Standards: Taught AP Environmental science, Environmental science, Biology, Chemistry, earth science, general science (6th grade), Life science (7th grade). I have implemented the science standards in each course through project-based learning and flipped classrooms. I utilize a number of educational technologies that fit the 5E framework for Idaho, IDLA and Boise schools' science standards. I served on the Colorado science standards committee in 1994-96, and on district standards in Tucson Arizona in 2002.

Please upload a copy of your resume or curriculum vitae.



JOHN STEGMAIER page 1.docx

Please upload a cover letter.



cover letter.docx

ATTACHMENT 4

From: John Stegmaier

To: Curriculum Materials Selection Committee

Date: 11/20/20

Re: Consideration for committee

To Whom it may concern,

This letter is to express my interest in being a part of the material selection for curriculum in the state of Idaho.

It is my wish to be a part of the selection of materials for students in the state of Idaho in order to assist in their growth and development. The students are in a transition with the onset of a series of life variables, such as online learning and hybrid learning. As such they need the use of materials that will help them grow and develop at higher levels than simple memorization.

Today's students require better and deeper understandings on higher levels of Bloom's Taxonomy. Simple memorization will no longer suffice. Knowledge with understanding as well as the skills to synthesize their own ideas based on those understandings is critical in today's world. They must evolve and I wish to be a part of helping them reach that level through the selection of appropriate learning material and resources.

Sincerely, John Stegmaier

JOHN STEGMAIER

1351 East Red Rock Drive, Meridian, Idaho 83646 (520) 490-1975, john.stegmaier@boiseschools.org

PURPOSE

To assist in the development of curriculum in the modern learner

EDUCATION & CERTIFICATION:

Masters of Educational Technology, Northern Arizona University	2013
BS Plant Biology, Chemistry minor, Northern Arizona University	1990
Secondary Science Certification	2008-present
Prior certifications: Secondary Science, Arizona, Colorado	1991-2009

SECONDARY TEACHING EXPERIENCE:

Chemistry, Biology, AP Environmental Science, Environmental Science: Timberline High School, Boise	2015-present
Chemistry teacher Idaho Digital Learning Alliance	2019-present
Chemistry 111, 101, 100 (Dual Credit): College of Western Idaho Caldwell, Id	2013-2015
AP Chemistry, Chemistry, Earth Science: Mountain View High School, Meridian, Id	2009-2015
Environmental, Physical Science, Biology: Kuna High School, Kuna, Id	2008- 2009
Honors Chemistry, Biology, and Integrated Science: Marana High School Tucson, Az	2000-2008
Chemistry and AP Chemistry, Zoology, Physical Science: Gunnison High School, Co	1993 - May 2000
Applied Chemistry, Physical Science, and Math: Lake Havasu High School, LHC, Az	1992 - June 1993

EDUCATIONAL ACCOMPLISHMENTS:

Served on ISAT development committee: Development and implementation	2013, 2018
Presented at IETA conference: Presented Flipped learning and Educational Technology	2017
Presented at ISTA conference: Presented Flipped learning and Educational Technology	2017
District Professional Development (BSU): Teach Flipped framework to teachers	2013
State Chemistry standards development: Developed state chemistry curriculum	2013
Awarded mentor position: Idaho Science and Aerospace Scholars (NASA)	2013
Published Book on chemistry, quantum physics and spirituality	2012
Taught concurrent credit course through NNU Environmental Science	2008- 2009
Awarded National Science Foundation research grant: Environmental Engineering	2006
Constructed science curriculum: Smaller Learning Communities	2006-2008
Selected as Most Inspirational Teacher by top ten student	2005
Designated to Who's Who Among America's Teachers	2004, 1996
Awarded Global Systems Science Grant-University of California at Berkeley	1994

CLASSROOM SKILLS:

- Instructional Design: Application of pedagogical and technology in blended and online educational environments, including project based, five E, constructivism, connectivism, others
- Differentiated Instruction for diverse learners and culturally diverse students using best practice
- Individual and collaborative activity-based learning to motivate students and maximize critical thinking
- Technology Utilization, including: Web 2.0 Mind-tools, simulations, Synchronous, Asynchronous e-discussion, Web design, Presentation, Internet research, Personal learning environments (PLE)

PROFESSIONAL AFFILIATIONS:

- International Society for Technology in education
- Idaho Education Association
- American Chemical Society

ATTACHMENT 5

November 3, 2020 14:42

Submission Date

Robyn Hill

rhill@nsd131.org

Name Robyn Hill

Home Address (No PO Box) 4067 N Northwall

boise, ID, 83703

Preferred Email Address rhill@nsd131.org

(208) 713-1930 Preferred Phone Number

Current vacancies on the Committee you wish to fill:

Certified Idaho Classroom Teacher

Do you meet the criteria for consideration of any other position on the Committee?

Certified Idaho Classroom Teacher

Have you served on the Curricular Materials Selection Committee previously?

No

What school district do you reside

Nampa

Please briefly describe your experience implementing Idaho Content Standards. Please include additional work with the standards. I have a masters in Education, 22 years experience, teacher of the year, Premium master teacher certificate recipient, Gifted and talented teacher, 5th grade teacher for 19 years, Social Studies committee for district, Open court L.A. district curriculum committee, Envision Math curriculum district committee.

Please upload a copy of your resume or curriculum vitae.



Robyn Hill resume.docx

Please upload a cover letter.



cover letter 3.pdf

ATTACHMENT 5

Robyn Hill

4067 N Northwall Boise Idaho 83703 208-713-1930

03 November, 2020

Curriculum Development Committee

Idaho State Dept of Education 650 W State St 2nd floor, Boise, ID 83702

To Whom it may Concern,

I am very interested in the position of Curriculum Board Committee member. I have taught for over 22 years and am looking for ways to use my experience and knowledge to help others and ways to broaden my own experiences.

I have twenty two years experience in our district. I have been on many curriculum committees to include, Language Arts, Math and Social Studies. I have a master's in Education implementing the arts into the curriculum. I am a master teacher recipient and have been teacher of the year in my district.

I am looking for ways to continue contributing to education. It is my passion and I feel I can offer a wide variety of experiences and perspective to such a committee. I am a life long learner and would be honored to continue growing and contributing in such a capacity.

Robyn Hill

ROBYN HILL

4067 N. Northwall Boise, Idaho 83703 208-713-1930 rhill@nsd131.org

SUMMARY

I have been an educator for 18 years in the Nampa School District. My experiences include being the first B.S.U. Elementary Education Major to student teach with the Meridian District Gifted and Talented Program under Roxanne Jensen, Creating a P.B.S reading program for low-socioeconomic children with grant funding, eight years teaching the GATE program for 2 elementary schools in Nampa in addition to regular classroom, I served on the Nampa District GATE committee under Ruby Bracket for several years, Curriculum design for our district for Social Studies and Envision mapping, grade level leader for most of my teaching experience, several hiring committees, after school tutoring program, children's chapter book author:

https://www.smashwords.com/books/view/131871

Teacher of the Year 2004 Lincoln Elementary, and finally but very importantly, I have a master's degree in education with an emphasis in the arts from Lesley University. There is so much of my graduate degree that I want to include in all student education including the multiple intelligences, all art modalities, constructionism, and the list goes on. The arts connect each students personally and passionately to their education and it is a vehicle that I believe we are just beginning to tap into through education. The future is exciting.

COMPUTER SKILLS

- · Word Processing Skills
- · Spreadsheets Skills
- · Database Skills
- · Electronic Presentation Skills
- · Web Navigation Skills
- · Web Site Design Skills
- · E-Mail Management Skills
- $\cdot \ \mathsf{Digital} \ \mathsf{Cameras}$
- · Computer Network Knowledge Applicable to your School System
- · File Management & Windows Explorer Skills
- · Downloading Software From the Web (Knowledge including eBooks)
- · Installing Computer Software onto a Computer System
- · WebCT or Blackboard Teaching Skills
- · Videoconferencing skills
- Computer-Related Storage Devices (Knowledge: disks, CDs, USB drives, zip disks, DVDs, etc.)

· Scanner Knowledge

ATTACHMENT 5

- · Deep Web Knowledge
- · Educational Copyright Knowledge

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EXPERIENCE

1997-2014

Teacher grades 3-6 Nampa School District

I have taught grades 3-6 over the past 18 years with a majority of that time spent teaching 5th and 6th. I have always had the top test scores in my school. I attribute this to my understanding of children and how they love to learn. I work with low socioeconomic students and that has always been my dream. I spend the beginning of each school year talking about why education is important and empowering and how it connects to my students' dreams. I then talk about how education is equal opportunity for anyone and the only prerequisite is wanting dreams to come true. I incorporate student dreams and aspirations into my curriculum each year, this is my magic method to high test scores, buy in and connections. My students love learning because they are connected.

EDUCATION

1991-1995	Bachelor	's Degree in Elementar	y Education, Boise State University	

2013-2015 Master's Degree in Education, Art's Emphasis, Lesley University

Shannon Kelly

shannonlw@cableone.net

ATTACHMENT 6

Submission Date November 20, 2020 11:00

Name Shannon Kelly

Home Address (No PO Box) 410 Colton Street

New Plymouth, ID, 83655

Preferred Email Address shannonlw@cableone.net

Preferred Phone Number (208) 740-0516

Current vacancies on the Committee you wish to fill:

Certified Idaho Classroom Teacher

Do you meet the criteria for consideration of any other position on the Committee?

School Administrator

Certified Idaho Classroom Teacher

Have you served on the Curricular Materials Selection Committee previously?

Yes

What school district do you reside

Payette School District

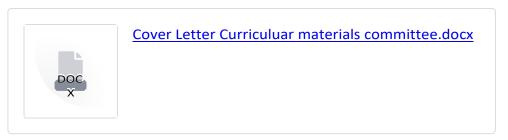
Please briefly describe your experience implementing Idaho Content Standards. Please include additional work with the standards.

When I began my journey of obtaining my Master in Curriculum and Instruction in 2008, I took the current state standards and what textbooks were used within my grade level, and created a curriculum map that was easy to follow. This gave each teacher a road map so that every student was receiving the same education no matter what classroom they were in. This task was then adopted my by district k-12. I have been, since 2008, a co-director of the district curriculum team. This team continues to align state standards with current textbook resources. This year, this team is taking on the task of choosing a new reading series that will be used k-5. I will again be co-directing this journey. Another standards application I have experienced is selecting mastery standards that will be pre, mid, and post tested throughout the year to guide instruction towards mastery of these core standards. The mastery standards were selected by the curriculum committee as foundational skills needed to move into the next grade.

Please upload a copy of your resume or curriculum vitae.



Please upload a cover letter.



SHANNON KELLY

410 Colton Street New Plymouth, ID 83655 | H: 208 740 0516 | shkelly@payetteschools.org

Idaho State Department of Education 650 W. State Street Boise, Idaho 83720

RE: Curricular Materials Selection Committee Applicant

Dear Ms. Allen,

I would like to express my interest in becoming a part of the state's curricular materials selection committee posting with the Idaho Department of Education and the opportunity to apply my leadership experiences and curriculum knowledge to help maintain a high quality selection of the curricular materials adopted by the state. I was thrilled to discover how well my experience in using state standards and textbook curriculum resources fit with this position. I participated a few years back in reviewing reading materials for the state and look forward to bringing my experience back to this process.

As an adept Elementary Educator, I have a wide range of experience working with state standards and the personnel that implement these standards in the classroom. I have completed Idaho's Core Teachers training and as stated before, spend one summer reviewing Reading textbook resources for the Department of Education's state adoption process. This allowed me to gain experience in attention to detail and accuracy. I have served on numerous leadership roles within my building and district such as grade level leader, district technology, district data, school improvement, and RTI teams. I have a well-rounded background in planning using state standards, implementing those standards, monitoring, and assessing instructional programs that have been chosen to align to state standards. Additionally, I am a distinguished problem-solver and consistently collaborating with co-workers to improve academic outcomes for all. Through my previous role in general education, I have strengthened my leadership abilities in planning, developing, and executing strategies and programs that meet state standards.

I take advantage of any opportunity to develop my leadership skills through professional development classes and training to grow in my profession. I have gathered, shared, and analyzed data for student success and improvement with my grade level team, curriculum team, and the district data team. From this experience, I have had the opportunity of looking at what works and what does not, adjusting as needed. My highest priority, as a professional, is to guarantee that every student is receiving the same education, no matter what classroom they are in. I am always happy and willing to roll up my sleeves to meet the needs of this committee. I am thrilled at the prospect to bring my talents to the curricular materials selection committee. Please contact me at your earliest convenience to further discuss how my experience and leadership experiences fit this position.

Thank you for your time and consideration.

Shannon Kelly

SHANNON KELLY

410 Colton Street, New Plymouth, ID 83655 | (208) 740-0516 | shannonlw@cableone.net

Summary of Qualifications

Versatile educational leader, skilled in collaborating and promoting professional growth, through positive feedback and development. A leader with a strong commitment to positive, open communication with staff, students, and parents. Ready to strive towards the development of student and teacher growth and success through evaluation and quality feedback. A trust-worthy individual pursuing a professional position with two decades of educational experience, and a passion for helping other succeed.

Skills

Self-motivated and driven
Trained in the Charlotte Danielson Framework
Attention to detail
Organizational Skills
Data Analysis

Team collaboration and management Records maintenance Strong verbal and written communication Curriculum Development and Evaluation Problem Solving

Work Experiences

Elementary Educator

08/1999 to Current

Payette School District - Payette, Idaho

- Modified the general education curriculum for students based on various data driven instructional techniques and technologies, including project management of curriculum alignment.
- Completed performance evaluations and observational reports for each student.
- Researched and evaluated curriculum to meet state requirements.
- Planned and executed activities to promote academic growth, growth mindset, and social development building community within the classroom and school.
- Developed activities and integrated technology to diversify instruction.
- Collaborated with teachers and administrators to develop and evaluate school programs including district data team, instructional data team, and school-wide improvement plans by sharing student success data and insights for areas of improvement.
- Collaborated with district employees to discuss the planning and implementation of the use and acquiring new technology within the district.
- Assisted with the development, implementation, monitoring, and assessing classroom instructional programs through a curriculum team created scope and sequence map for reading, math, social studies, and science.
- Mentored the skills and successes of individual novice teacher with one-on-one evaluation and discussions throughout the year.
- Represented grade level and building at personnel-related hiring.
- Conducted an Action Research on the use of Hands-On Manipulatives in Elementary Mathematics
- Assisted in the development of a school improvement plan, including SMART goals with measurable outcomes.
- Worked closely with Special Education Department to monitor growth of shared students.

Building Leadership Program Experience

7/2018-12/2019

Payette School District - Payette, Idaho

- Attended Department of Education Curriculum Review for ELA resources
- Co-lead kindergarten through fifth grade creating curriculum maps/pacing guides

STATE DEPARTMENT OF EDUCATION

Completed the district's Civil Rights Data Confection report

- **ATTACHMENT 6**
- Used school policies to make decision about student conduct and consequences
- Scheduled music, physical education, and library times for each classroom
- Evaluated teacher efficacy using state approved Charlotte Danielson framework. Providing useful and meaningful feedback in successes and areas of improvement.
- Obtained general knowledge about state testing k-12 (IReady, IStation, ISAT, PSAT, SAT, ASVAB)

Education

Master of Science: Educational Leadership Building Administrator Northwest Nazarene University - Nampa, ID	2019
Master of Arts: Curriculum and Instruction University of Phoenix - Phoenix, AZ	2008
Bachelor of Science: Elementary Education University of Idaho – Moscow, ID	1999

Credentials

Idaho Education Credential: Standard Instructional Certificate All Subjects (K-8)

Added Endorsement: School Principal (Pre-K-12) effective 2/4/2020

American Red Cross Health & Safety Provider: First Aid & CPR/AED Instructor

Accomplishments

State Level Training

- Idaho Core Teacher Training
- EQuIP (Educators Evaluating Instructional Products)
- State English/Language Arts Textbook Adoption using IMET tool

Leadership

- Grade Level Representative
- District Technology Team Representative
- District Data Team Representative
- School Improvement Team
- Assisted leading District Curriculum Team
- Response to Intervention Team
- Teacher Mentor
- Applied for First Inspires Grant for STEM Education k-12

Received the Golden Apple Award for outstanding job performance in 2010 and 2017.

References

MaryBeth Bennett – Principal Westside Elementary	208-642-3241 (w) 208-405-9172 (c)
Robin Gilbert – Superintendent Payette School District	208-642-9366 (w)
Kelly Sullivan – Guidance Counselor/Co-worker Payette School District	208-642-3379 (w) 208-707-4812 (c)

STATE DEPARTMENT OF EDUCATION FEBRUARY 18, 2021

ATTACHMENT 7

Nathan Tracy

nathan.tracy@jeromeschools.org

Submission Date November 4, 2020 09:02

Name Nathan Tracy

Home Address (No PO Box) 1604 N. Lyndon

Jerome, ID, 83338

Preferred Email Address nathan.tracy@jeromeschools.org

Preferred Phone Number (208) 227-3578

Current vacancies on the Committee you wish to fill: Idaho Public School Administrator

Do you meet the criteria for consideration of any other position on the Committee?

Parent School Administrator Certified Idaho Classroom Teacher

Higher Education Representative

Have you served on the Curricular Materials Selection Committee previously?

No

What school district do you reside in?

JSD #261

Please briefly describe your experience implementing Idaho Content Standards. Please include additional work with the standards.

I am an administrator of a High School here in Idaho and have worked on committees reviewing curriculum intended to be implemented in the classroom. I have classroom experience of over 12 years teaching curriculum as well as experience creating my own classroom instruction for students.

Please upload a copy of your resume or curriculum vitae.



Please upload a cover letter.



Nathan A Tracy intro letter - BIO for news paper.doc

Nathan A Tracy

I grew up in the state of Missouri just south of Kansas City, in the little town of Peculiar. I graduated from Harrisonville High School in the College Prep Program. I enrolled at the University of Central Missouri where I earned a Bachelor's degree in Secondary Education, Social Studies Functional. My student teaching consisted of two separate High Schools where I taught American History and Geography. I also volunteered as an assistant coach working with the Varsity Baseball team at Ridge Crest High School. I also worked as an 8th grade assistant coach for the football team as well as becoming the 9th grade Men's basketball coach for Pleasant Hill High School.

After the completion of my undergraduate degree I moved to Utah and took a job for a year before marrying my wife Camille (an Idaho native) and moving to Idaho. I was offered a job as a Middle School History and Geography teacher at Aberdeen Middle School where I served for 5 years. I worked as the Head Coach of the Varsity Cross Country team, Varsity Women's Basketball team, and the Men's Soccer Team. I also helped out as the J.V. Men's basketball coach as well as coaching 8th grade volleyball.

I then took a job at Snake River High School teaching American History, World Geography, Leadership, American Government and leading the Peer Helpers group. I was in charge of the Student Government and Peer Helpers programs and conducted trainings in various schools in the area on topics such as bullying, healthy living, substance abuse, and friendship. I won the coach of the year award for my district for three years in a row for my efforts as the Head coach of the Cross Country team.

Camille and I have four beautiful children, Jensen who is excited to enter the 7th grade, Maya who is entering the 6th grade this year, Brett who working hard in the dual immersion Spanish program this year in the 3rd grade and Josie who also started the dual immersion Spanish program and is in Kindergarten this year.

I obtained a Masters Degree from Idaho State University in the Educational Administration program and continued on to finish my EDS degree this past year in Educational Leadership from Boise State University. I love education and I love working with the youth of Idaho in helping them reach their goals. I would be honored to be selected to work on the Committee reviewing and adopting curriculum for the State of Idaho.

1604 N. Lyndon Jerome ID, 83338 Phone 208-227-3578 E-mail nctracyfamily@gmail.com

Nathan A. Tracy

Objective Employment To be selected to the Curricular Materials Selection Committee

[Aug 2015-Present] Jerome School District #261

Administrator

- Vice Principal 2015-2016
- Principal 2016-present
- · Head of instruction
- Chair of the leadership team
- Vice president of the IASA 2020

[Aug 2012-June 2015] Snake River School District #52 Blackfoot, Id

Teacher

- Instruction of curriculum in the following content areas:
 Government, American History, World Geography, Peer Helpers, Leadership
- Anti-bullying committee member/presentation developer
- PLC implementation task force
- Student Government Advisor
- Peer Helpers Advisor

[Aug 2007-2012] Aberdeen School District #58 Aberdeen, Id

Teacher

- Instruction of curriculum in the following content areas; American History, World History, Geography, Math skills, Study Skills, Speech and Debate, Government, and Typing.
- Middle School Social Studies department Chair
- High School History and Government teacher (9-12)
- TIA facilitator for Aberdeen Middle School
- Gear Up Team Leader
- 8th grade instructional team member
- Gear Up Team Leader and college trip facilitator
- School Improvement task force member (wise tool)

STATE DEPARTMENT OF EDUCATION FEBRUARY 17-18, 2021

ATTACHMENT 7

Education [2018-2020] Boise State University, Boise ID

EDS Educational Leadership (Superintendent endorsement)

[2006-2012] Idaho State University, Pocatello ID

Masters degree in Educational Administration, May 2014 (3.5) GPA

[2000-2005] University of Central Missouri Warrensburg, Mo

B.A. Secondary Education Social Studies Functional

Accreditations Idaho State certification for Social Studies K-12

References 1. Dale Layne, Superintendent JSD #261 208-308-7355

2. Ann Mennear Principal of Aberdeen Middle School #58

208-397-3280

2008

3. Melissa Rice, Vice Principal Jerome High School 208-329-0782

Volunteer/coaching Baseball coach super league Rocky Mountain School of Baseball 2006-

experience

Head Women's Basketball coach Aberdeen High School 2007-2010

Head Cross Country coach Aberdeen High School 2007-2009

Head Men's Soccer coach Aberdeen High School 2009-2011

Assistant Football coach Pleasant Hill Middle School 2004-2005

Assistant Men's Basketball coach Pleasant Hill High School 2004-2005

Head 7th grade volleyball coach Aberdeen Middle School 2008-2009

J.V. Head coach Men's Basketball Aberdeen High School 2010-2011

Head Men's Cross Country coach Snake River High School 2011-current

- District champions 2012, 2013
- State runner up (Girls), State 3rd (boys) place 2012
- State 3rd place (girls), State 4th place (boys) 2013
- Coach of the year 2012-13, 2013-14

Distance Track coach Snake River High School 2011-current

District Champions 2012/10th state place

STATE DEPARTMENT OF EDUCATION FEBRUARY 18, 2021

PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Praxis II Tests and Idaho Cut Scores Adoption

REFERENCE

October 2017	Board directed the Professional Standards
	Commission to evaluate and recommend additional
	state-approved assessments and update qualifying
	scores on the existing Praxis II assessments
February 2018	Board accepted the Professional Standards
	Commission recommendation to approve the current
	Praxis II assessments and Idaho cut scores
August 2018	Board approved Content, Pedagogy and Performance
_	Assessments rubric and updated content area
	assessments and cut scores
February 2020	Board approved Praxis II assessments and Idaho cut
•	scores and amended the Content, Pedagogy and

APPLICABLE STATUTE, RULE, OR POLICY

IDAPA 08.02.02.015.01.d - Standard Instructional Certificate IDAPA 08.02.02.017.01 - Content, Pedagogy and Performance Assessment for Certification

Performance Assessments rubric

BACKGROUND/DISCUSSION

One of the requirements for obtaining a Standard Instructional Certificate is that proficiency be shown in the area of endorsement being sought (IDAPA 08.02.02.015.01.d). Each candidate must meet or exceed the state qualifying score on the State Board of Education (Board)-approved content area assessment. Praxis II – Subject Assessments have been selected as one of the Board-approved content area assessments. In accordance with IDAPA 08.02.02.017.01, the Professional Standards Commission (PSC) recommends these assessments and qualifying scores to the Board for approval.

The Standards Committee of the PSC reviewed proposed amendments to the list of Board-approved Praxis II assessments and qualifying scores on November 19, 2020. Proposed amendments include:

- Updated Middle School Science assessment and cut score.
- Addition of Middle School Social Studies assessment for American government/political science (5-9) endorsement; addition provides assessment consistency across social science endorsements.
- Addition of Elementary Multiple Subjects assessment for Early Childhood Special Education endorsement; addition is consistent with assessments for Blended Early Childhood/Early Childhood Special Education.

STATE DEPARTMENT OF EDUCATION FEBRUARY 18, 2021

 Replacement of Reading Specialist assessment with Teaching Reading assessment for literacy endorsement; replacement aligns more closely with endorsement requirements.

The Standards Committee brought the proposed amendments to the full PSC on November 20, 2020, and the full PSC voted to recommend approval of the Praxis II assessments and cut scores to the Board.

IMPACT

Approval of assessments and cut scores ensures compliance with Idaho Administrative Code.

ATTACHMENTS

Attachment 1 – ETS Praxis II Assessments and Cut Scores

STAFF COMMENTS AND RECOMMENDATIONS

IDAPA 08.02.02.015 and 017 requires individuals seeking a standard instructional certificate and interim certification and IDAPA 08.02.02.021 as one of the alternate paths for adding endorsements to receive a qualifying score on a state approved content, pedagogy, or performance assessment. The PRAXIS II is a content area assessment approved by the Board in early 2000. Qualifying scores were set by the Board based on recommendations from the Professional Standards Commission at the December 2003 Board meeting, effective September 1, 2004. Since that time, there have been a few updates to the qualifying scores in individual subject areas at the June 2005, April 2006, June 2006, October 2006 and February 2018 and 2019 Board meetings. Consideration of the attached qualifying scores are part of the ongoing process to maintain updated qualifying scores on Board approved content, pedagogy or performance assessments.

Staff recommends approval.

BOARD ACTION

I move to accept the recommendation of the Professional Standards Commission to adopt the Praxis II assessments and Idaho cut scores as provided in Attachment 1 as one of the State Board of Education approved content assessments.

Moved by	Seconded by	Carried Yes	No
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ATTACHMENT 1

Content Assessments and Cut Scores

	Content/G		14.1	B. 0
Endorsement	rade Level	ETS Praxis II Subject Assessment	Idaho Cut Score	Multi State Cut Score
		Elementary Education: 5002 Reading and Language Arts Subtest	157	157
All Subjects (Candidates can take 5001 OR	(K-8)	Elementary Education: 5003 Mathematics Subtest	157	157
7811)	(0)	Elementary Education: 5004 Social Studies Subtest	155	155
		Elementary Education: 5005 Science Subtest	159	159
		CKT Elementary Education: 7812 Reading and Language Arts Subtest	161	161
All Subjects (Candidates can take 5001 OR	(K-8)	CKT Elementary Education: 7813 Mathematics Subtest	150	150
7811)		CKT Elementary Education: 7814 Science Subtest	154	154
	(F.O)	CKT Elementary Education: 7815 Social Studies Subtest	161	161
American Government/Political Science	(5-9) (6-12)	5089 Middle School Social Studies 5931 Government/Political Science	149 149	149
American Indian Language	(K-12)	3931 Government/Political Science	- 149	- 149
Bilingual Education	(K-12)	5362 English to Speakers of Other Languages	155	155
Billigual Education	(5-9)	5440-5442 Middle School Science	150 152	150 152
Biological Science	(6-12)	5235 Biology: Content Knowledge	139	- 130 132
	(0 12)		133	+
Blended Early Childhood Education/Early	(Birth-	5025 Early Childhood Education OR Elementary Subtests (See All Subjects 5001 or 7811)	156	156
Childhood Special Education	Grade 3)	5691 Special Education: Preschool/Early Childhood	159	159
Blended Elementary Education/Elementary Special Education	1 (Grade 4-6) IFlementary Subtests (See All Subjects 5001 or 7811)		See All Subjects	See All Subjects
	(5-9)	5440 5442 Middle School Science	150 152	150 <u>152</u>
Chemistry	(6-12)	5245 Chemistry: Content Knowledge	139	-
Communication	(5-9) (6-12)	5221 Speech Communication: Content Knowledge	143	-
Computer Science	(5-9) (6-12)	5652 Computer Science	149	149
CTE - Agriculture Science & Technology	(6-12)	5701 Agriculture	147	147
CTE - Business Technology Education	(6-12)	5101 Business Education: Content Knowledge	148	154
CTE - Computer Science	(6-12)	5652 Computer Science	149	149
CTE - Engineering	(6-12)	5051 Technology Education	154	159
CTE - Family and Consumer Sciences	(6-12)	5122 Family and Consumer Sciences	153	153
CTE - Marketing Technology Education	(6-12)	5561 Marketing Education	158	-
CTE - Technology Education	(6-12)	5051 Technology Education	154	159
<u>.</u>	, ,	5354 Special Education: Core Knowledge and Applications	145	151
f/Hard of Hearing (Pre-K-12)		5272 Special Education: Education of Deaf and Hard of Hearing Students	160	160
		5025 Early Childhood Education OR Elementary Multiple Subtests (See All		+
Early Childhood Special Education	(Pre-K-3)	Subjects 5001 or 7811)	156	156
•		5691 Special Education: Preschool/Early Childhood	159	159
Footh and Course College	(5-9)	5440-5442 Middle School Science	150 <u>152</u>	150 152
Earth and Space Science	(6-12)	5571 Earth and Space Sciences: Content Knowledge	144	
Feanomies	(5-9)	5089 Middle School Social Studies	149	-
Economics	(6-12)	5911 Economics	150	150
Engineering	(5-9)	5051 Tochnology Education	15/	150
Engineering	(6-12)	5051 Technology Education	154	159
English	(5-9)	5047 Middle School English Language Arts	164	164
English.	(6-12)	5038 English Language Arts: Content Knowledge	167	167
English as a Second Language (ESL)	(K-12)	5362 English to Speakers of Other Languages	155	155
Exceptional Child Generalist	(K-8) (6-12)	5543 Special Education: Core Knowledge and Mild to Moderate Applications	153	158
Exceptional Ciliu Generalist	(K-12)	Elementary Subtests (See All Subjects 5001 or 7811)	See All Subjects	See All Subjects
Coornell	(5-9)	5089 Middle School Social Studies	149	-
Geography	(6-12)	5921 Geography	153	-
Coology	(5-9)	5440-5442 Middle School Science	150 - <u>152</u>	150 - <u>152</u>
Geology	(6-12)	5571 Earth and Space Sciences: Content Knowledge	144	-
Gifted and Talented	(K-12)	5358 Gifted Education	157	157
Health	(5-9) (6-12)	5551 Health Education	155	-
	(K-12)			
	(5-9)	5089 Middle School Social Studies	149	-
History			141	+

Content Assessments and Cut Scores

Standard Instructional Certificate						
	Content/G		Idaha	Multi Ctot		
Endorsement	rade Level	ETS Praxis II Subject Assessment	Idaho Cut Score	Multi State Cut Score		
Humanities	(5-9)	-	-	-		
Journalism	(6-12) (5-9)		_	-		
	(6-12)					
Junior ROTC Literacy	(6-12) (K-12)	5301/5302 Reading Specialist 5206 Teaching Reading	164/165 <u>156</u>	164/165 <u>156</u>		
Mathematics - Middle Level	(5-9)	5169 Middle School Mathematics	165	165		
Mathematics	(6-12)	5161 Mathematics: Content Knowledge	160	160		
Music	(5-9) (6-12) (K-12)	5113 Music: Content Knowledge	148	161		
Noticeal Calaman	(5-9)	5440-5442 Middle School Science	150 - <u>152</u>	150 - <u>152</u>		
Natural Science	(6-12)	5435 General Science: Content Knowledge	149	-		
Online-Teacher	(Pre-K-12)	-	-	-		
Physical Education (PE)	(5-9) (6-12) (K-12)	5091 Physical Education: Content Knowledge	143	-		
	(5-9)	5440-5442 Middle School Science	150 - <u>152</u>	150 - <u>152</u>		
District Colonia	()	5245 Chemistry: Content Knowledge OR	139	-		
Physical Science	(6-12)	5265 Physics: Content Knowledge OR	129	-		
		5435 General Science: Content Knowledge	149	-		
Physics	(5-9)	5440 - <u>5442</u> Middle School Science	150 - <u>152</u>	150 - <u>152</u>		
Physics	(6-12)	5265 Physics: Content Knowledge	129	-		
Psychology	(5-9) (6-12)	5391 Psychology	154	154		
Science - Middle Level	(5-9)	5440-5442 Middle School Science	150 - <u>152</u>	150 - <u>152</u>		
Social Studies	(6-12)	5081 Social Studies: Content Knowledge	150	-		
Social Studies - Middle Level	(5-9)	5089 Middle School Social Studies	149	-		
Sociology	(5-9) (6-12)	5952 Sociology	154	154		
Sociology/Anthropology	(5-9) (6-12)	5952 Sociology	154	154		
Teacher Leader - Instructional Specialist (K- 12)	-	-	-	-		
Teacher Leader - Literacy (K-12)	-	-	-	-		
Teacher Leader - Mathematics	-	-	-			
Teacher Leader - Special Education	-	-	-	-		
Teacher Librarian	(K-12)	5311 Library Media Specialist	151	-		
Theater Arts	(5-9) (6-12)	5641 Theatre	148	-		
	(5-9)					
Visual Arts	(6-12) (K-12)	5134 Art: Content Knowledge	151	158		
Visual Impairment	(Pre-K-12)	5354 Special Education: Core Knowledge and Applications	145	151		
visual impairment	, ,	5282 Special Education: Teaching Students with Visual Impairments	163	163		
World Language (All other languages not listed below)	(5-9) (6-12) (K-12)	5841 World Language Pedagogy	151	158		
World Language - American Sign Language	(5-9) (6-12)	0634 American Sign Language Proficiency Interview (ASLPI) by Gallaudet	3 (score is equivalent to a 160 scale score)	160		
World Language - Chinese	(K-12) (5-9) (6-12)	160 5665 Chinese (Mandarin): World Language		164		
World Language - French	(K-12) (5-9) (6-12)	5174 French: World Language	156	162		
World Language - German	(K-12) (5-9) (6-12) (K-12)	5183 German: World Language 157		163		
World Language - Latin	(K-12)	5601 Latin	152	-		
World Language - Spanish	(5-9) (6-12)	5195 Spanish: World Language	163	168		

TAB	DESCRIPTION	ACTION
1	CYBERSECURITY INITIATIVE UPDATE TO THE BOARD	Information Item
2	BOARD POLICY III.Z. – DELIVERY OF POSTSECONDARY PROGRAMS – FIRST READING	Action Item
3	BOARD POLICY III.F. – PROGRAM PRIORITIZATION – SECOND READING	Action Item
4	WAIVER – BOARD POLICY III.U. – TEXTBOOK AND INSTRUCTIONAL MATERIALS AFFORDABILITY	Action Item
5	BOISE STATE UNIVERSITY – ONLINE GRADUATE CERTIFICATES IN ANALYST AND THREAT INTELLIGENCE, RESILLIENCE ENGINEERING, AND GOVERNANCE POLICY ADMINISTRATION	Action Item
6	BOISE STATE UNIVERSITY – ONLINE BACHELOR OF SCIENCE AND MASTER OF SCIENCE IN CYBER OPERATIONS AND RESILLIENCE	Action Item

IRSA TOC Page i

SUBJECT

Idaho Cybersecurity Initiative Progress Report

REFERENCE

March 2020 The Idaho Legislature approved \$1M (one-time) for a

collaborative statewide cybersecurity initiative across

Idaho's public institutions of higher education.

APPLICABLE STATUTE, RULE, OR POLICY

House Bill 644 (2020)

BACKGROUND/DISCUSSION

The Presidents Leadership Council (PLC) approved a proposed expenditure plan for \$1,000,000 in state funding for: cybersecurity curriculum coordination amongst the eight institutions; improved connectivity and expanded capacity for hands-on learning; increased coordination between the faculty and industry partners in cybersecurity; and increased internships and co-ops for Idaho students. The allocation for this initiative was decreased by 5% to \$950,000 as a result of the Governor's budget holdback, however the effort is moving forward with an eye towards educating the state's needed cybersecurity work force.

Dr. Michael Haney, a University of Idaho faculty member in cybersecurity located in Idaho Falls with a joint appointment with the Idaho National Laboratory, is coordinating a steering committee with academic representatives from each institution to tackle the curriculum coordination and training lab spaces. The steering committee is actively working on creating articulation agreements between the community colleges and the four-year institutions, as well as building a shared curriculum at the bachelor's and master's degree levels between Boise State University (BSU), Idaho State University (ISU), and University of Idaho (UI). Students will be able to register this spring for the first co-offered class at the bachelor's level, with planning underway for expanded offerings in the fall. There are many articulation agreements now in place and more in process.

An inventory report of all cybersecurity educational offerings across the eight institutions was compiled and updated, showcasing the institutions' financial and time investment in the cybersecurity initiative. Dr. Haney is collaborating with the Office of the State Board of Education to coordinate cybersecurity educational offerings in partnership with the new Online Idaho initiative. Further expanding access to rural Idaho communities via online certificates and degrees in cybersecurity is important to meet the needs of the students where they are, which in turn is expanding the potential labor pool for state industry.

In fall 2020, an audit was conducted of all eight institutions' capabilities to form a statewide cyber range. The Idaho cyber range will be a state-of-the-art cybersecurity training capability connecting faculty and students across the state, and will directly support the shared curriculum and expanded access for students

at all levels of post-secondary education in Idaho. Each institution will have a node in the cyber range. The node at some institutions will be a security operations center (SOC) training facility. The College of Eastern Idaho has the equipment for their SOC installed, and funding proposals are in process for deploying equipment to the other schools. The cyber range will operate on the backbone of the Idaho Regional Optical Network (IRON). The connectivity assessment determined that the College of Western Idaho would need some additional infrastructure to connect to IRON, so some of the funding will be used to forge this connection.

This spring more competitive student internships and co-ops will be added to the inventory at BSU, ISU and UI, furthering the connection with the cybersecurity industry in the state. There will be projects between the cybersecurity faculty and cybersecurity industry this year to align curricula with workplace needs, and define stronger career pathways for students as they earn two-year, four-year, and alternative credentials in Idaho.

Cybersecurity is a successful model of private and public partnership. Many of the eight institutions have been using state allocated funds for their individual programming and facilities. There are also contributions from private individual and corporate donors flowing to the universities for cyber research. The universities are applying for and receiving federal grant awards for their efforts in cybersecurity. The \$950,000 funding from the state has been used to connect these siloed efforts and increase collaboration, with the goal of creating a superior student experience with educational ladders for careers in cybersecurity. Investment by the state, along with leadership by PLC, has helped position the state of Idaho to be a national leader in cybersecurity education

IMPACT

This progress report serves to inform the Board of the progress of the Idaho cybersecurity initiative.

ATTACHMENTS

Attachment 1 – Cybersecurity Initiative Progress Report Slide Deck

STAFF COMMENTS AND RECOMMENDATIONS

The Office of the State Board of Education has worked closely with the PLC, the Council on Academic Affairs and Programs, the cybersecurity initiative director, and faculty throughout the state to support this important effort. In particular, Board staff have collaborated with the institutions to create a new statewide digital campus called Online Idaho, which will serve as a portal for Idahoans to access the cybersecurity courses and degrees being developed by the initiative. Board staff are optimistic that these combined efforts will lead to educational success and increased career opportunities for more Idahoans.

BOARD ACTION

This item is for informational purposes.

CYBERSECURITY UPDATE

Dr. Michael Haney

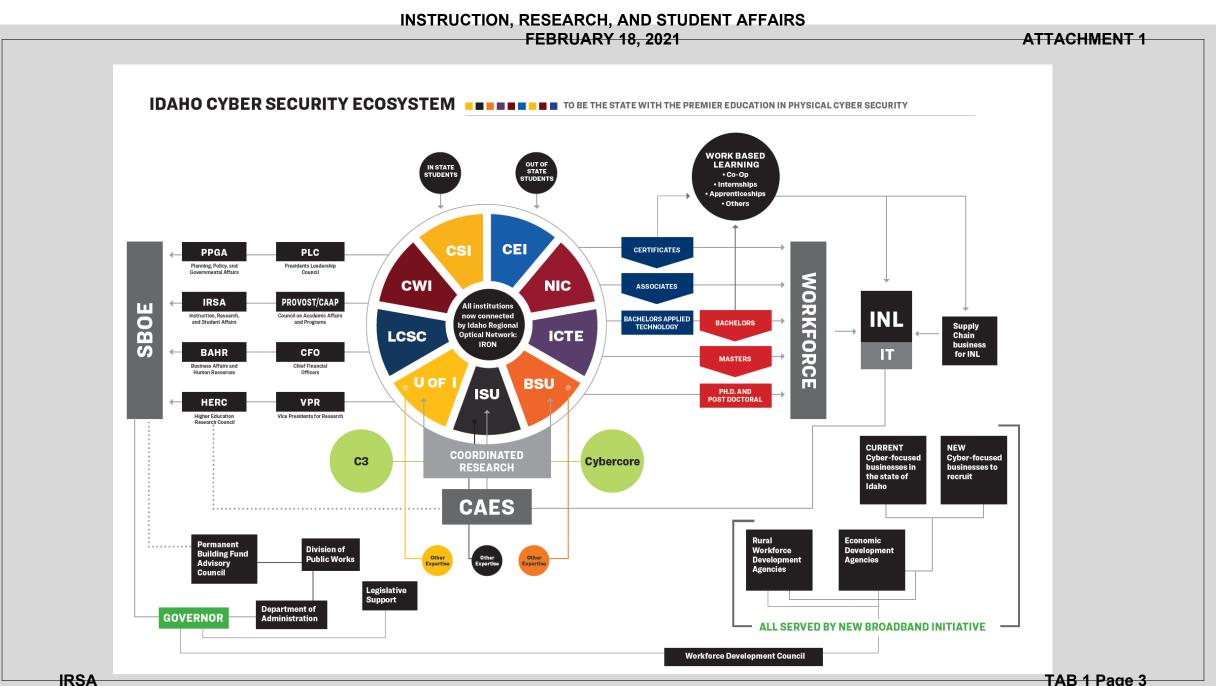
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TAB 1 Page 1

ATTACHMENT 1

Introduction

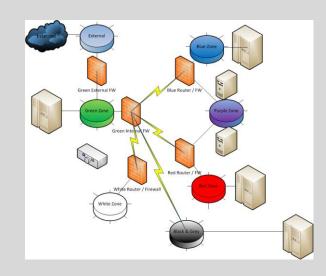
- Many of the institutions were already active in cybersecurity, adding new programming or expanding
- The institutions active in cyber have financially invested significantly in the past and will continue to do so
- President's Leadership Council (PLC) decided to collaborate on cybersecurity as a state-wide initiative giving extra attention to the partnerships between the institutions
- Looking at cybersecurity education and research through a state-wide lens means together we can offer more educational ladders, pathways and options. Allowing the coalition of Idaho public institutions as a group to compete with much larger institutions nationally, that otherwise one institution alone would not have the resources to do.
- The legislature provided one-time \$950,000 to be used for solidifying the coordination and collaboration amongst the institutions, and will be spent by June 30, 2021
- Work will continue after this fiscal year, seeking additional funding from industry and federal grants, and will hopefully lead to a future ask of the Idaho legislature

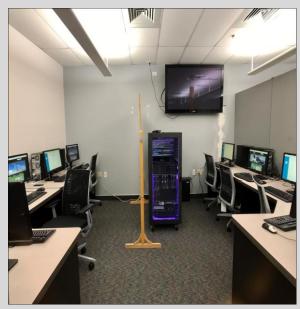


Cyber Range & Connectivity

- We are laying the foundation for a state-wide interconnected cyber range for state-of-the-art hands-on training and education
- Each institution will have at least one 'node' on the range; proposals for each institution due mid-February.
- For some of the institutions that will be a Security Operations Center (SOC) emulating real-world facilities and activities
- College of Eastern Idaho (CEI) has completed their SOC
- Currently working with College of Western Idaho (CWI) on IRON connectivity for complete connection between all schools







Coordinated Curriculum

- Steering committee with representation from each institution formed and routinely meeting
- BSU, ISU and UI working on shared curriculum for bachelor's degree course offerings
- First bachelors class is taking place Spring 2021 among students from UI, LCSC, BSU, and ISU.
- Pilot course is also shaking out technology and platform issues, working with Online Idaho initiative.
- Additional courses to be developed and jointly offered in Fall 2021 and Spring 2022
- Initiative funding will be used for grants to faculty for professional development and curriculum coordination efforts.

Partnerships with Industry

- Faculty grant application announcements in early February with deadline in mid March
- Grants are for at least \$7,000 and are open to faculty at all 8 institutions
- There will be more internships and co-ops offered for students at BSU, ISU and UI to have more students engaging with the cybersecurity employers in the state
- Initiative personnel are engaged with WDC, IBE, and ITC to expand work-based education opportunities
- Working with steering committee members on process for awarding the student funds.
- Summer session starts in mid May, so it will not be a problem for expending the funds by June 30, 2021
- We are working to establish a long-term industry engagement in co-op education and apprenticeships

IRSA

Questions?

IRSA

SUBJECT

Board Policy III.Z, Planning and Delivery of Postsecondary Programs and Courses – First Reading

REFERENCE

Octol	ber 20, 2016	The Board approved the first reading of the proposed amendments to Board Policy III.Z., updating
		institutions' statewide program responsibilities.
Dece	mber 15, 2016	The Board approved the second reading of proposed amendments to Board Policy III.Z.
Dece	mber 21, 2017	The Board approved the first reading of proposed amendments to Board Policy III.Z., changing the planning timeframe from five years to three years.
Febru	uary 15, 2018	The Board approved the second reading of proposed amendments to Board Policy III.Z.
June	21, 2018	The Board approved the first reading of proposed amendments to Board Policy III.Z., adding responsibilities for applied baccalaureate degrees to each region.
Augu	st 16, 2018	The Board approved the second reading of proposed amendments to Board Policy III.Z.
June	10, 2020	The Board approved the first reading of proposed amendments to Board Policy III.Z., changing the name of a statewide program listed for the University of Idaho.
Augu	st 26, 2020	The Board approved the second reading of proposed amendments to Board Policy III.Z.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.Z. and Section III.G.

Section 33-113, Idaho Code Section 33-2107A, Idaho Code

BACKGROUND/DISCUSSION

The purpose of Board Policy III.Z, "is to ensure Idaho's public postsecondary institutions meet the educational and workforce needs of the state through academic planning, alignment of programs and courses, and collaboration and coordination." The purpose is to also meet the statutory requirement to "as far as practicable prevent wasteful duplication of effort" by the institutions.

The Presidents Leadership Council (PLC) identified a need to reexamine Board Policy III.Z to ensure it is promoting collaboration between institutions for the delivery of regional and statewide programs. The Council on Academic Affairs and Programs (CAAP) was charged with coordinating a Board Policy III.Z Working Group, which consisted of provosts from Idaho's institutions and Board staff. This

working group was asked to review Board Policy III.Z., and identify proposed amendments that will incentivize cooperation, coordination, and synergies between institutions; maintain a focus on avoiding duplication; and revise policy language that has fostered an environment of competition in the past.

IMPACT

Proposed amendments include two new definitions for high-demand programs and joint programs that aim to establish a common understanding of terminology and assist institutions and the Board with developing and expanding educational programs. The work group also streamlined the planning and coordination sections that had extraneous guidance, while adding language to other areas that encourage institutions to increase their collaboration with one another and fulfill the state's program requirements. Other proposed amendments include the following:

- 1. Creation of a specific section on the delivery of high-demand programs.
- 2. Removal of the statewide program responsibilities list for Boise State University, University of Idaho, and Idaho State University from the policy and placing this list within the official three-year plan document approved by the Board.
- 3. Clarification of delivery of programs that cross service regions.
- 4. Specification of requirements for memoranda of understanding between institutions for high-demand programs, joint programs, program transitions, and programs with regional or statewide program responsibilities.

ATTACHMENTS

Attachment 1 – Board Policy III.Z. Planning and Delivery of Postsecondary Programs and Courses – First Reading

STAFF COMMENTS AND RECOMMENDATIONS

The Board Policy III.Z Working Group held a series of meetings over the summer and throughout the fall of 2020, and identified policy amendments that refine the current policy by focusing on new areas of emphasis like high-demand and joint programs. Amendments also eliminate or revise portions of the policy that created silos or barriers between institutions.

CAAP, PLC, and the Instruction, Research, and Student Affairs Committee each reviewed the proposed policy amendments at their meetings in December 2020, January 2021, and February 2021, respectively.

Board staff recommends approval.

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move to	approve the	first read	ing of propo	osed amend	dments to B	Board	Policy III.	Ζ.
Planning	and Deliver	y of Post	secondary	Education	Programs	and	Courses	as
submitted	d in Attachme	ent 1.	-		_			

Moved by	Seconded by	Carried Yes	No

ATTACHMENT 1

Idaho State Board of Education GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

Subsection: Z. Planning and Delivery of Postsecondary Programs and Courses

August 2020April 2021

The purpose of this policy is to ensure Idaho's public postsecondary institutions meet the educational and workforce needs of the state through academic planning, alignment of programs and courses (hereinafter referred to collectively as "programs"), and collaboration and coordination. This subsection shall apply to the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College (hereinafter "institutions"). The State Board of Education (the Board) aims to optimize the delivery of academic programs while allowing institutions to grow and develop consistent with their vision and mission with an appropriate alignment of strengths and sharing of resources.

This policy requires the preparation and submission of academic plans to advise and inform the Board in its planning and coordination of educational programs in a manner that enhances access to quality programs, while concurrently increasing efficiency, avoiding unnecessary duplication and maximizing the cost-effective use of educational resources through coordination between institutions. As part of this process, the Board hereby identifies and reinforces the responsibilities of the institutions governed by the Board to deliver Statewide Programs. The provisions set forth herein serve as fundamental principles underlying the planning and delivery of programs pursuant to each institution's assigned Statewide and Service Region Program Responsibilities. These provisions also require collaborative and cooperative agreements, or memorandums of understanding, between and among the institutions.

This policy is applicable to campus-based face-to-face programs, including those that use technology to facilitate and/or supplement a physical classroom experience. It also applies to hybrid and blended programs where a substantial portion of the content is delivered on-line and typically has reduced seat time.

1. Definitions

- a. Designated Institution shall mean an institution whose main campus is located in a service region as identified in subsection 2.b.ii.1) and 2) below; and which possesses the first right to offer programs within its designated service region(s).
 - i. For purposes of this policy, wWith respect to academic programs, Designated Institutions and Partnering Institutions shall have Service Region Program Responsibility for those regions identified in subsection 2.b.ii.1).
 - ii. For purposes of this policy, wwith respect to career technical programs, Designated Institutions and Partnering Institutions shall include only the College of Southern Idaho, College of Western Idaho, North Idaho College,

ATTACHMENT 1

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

Subsection: Z. Planning and Delivery of Postsecondary Programs and Courses

August 2020April 2021

College of Eastern Idaho, Lewis-Clark State College, and Idaho State University and shall have Service Region Program Responsibility for those regions identified in subsection 2.b.ii.2).

- b. A memorandum of understanding (MOU) is an agreement between two or more institutions offering <u>duplicative</u> programs within the same service region that details how such programs will be delivered in a collaborative manner. An MOU is intended to provide specific, practical details that build upon what has been provided in each Institution's Plan.
- c. <u>High-Need Program shall mean a program identified by an institution or the Board as critical to supporting the future growth of a profession.</u>
- d. Joint Program shall mean an educational program jointly developed and delivered concurrently by two or more institutions.
- e. Partnering Institution shall mean either
 - i. (i) an institution whose main campus is located outside of a Designated Institution's identified service region but which, pursuant to a Memorandum of Understanding, offers Regional Programs in the Designated Institution's primary service region, or (ii)
 - an institution not assigned a Statewide Program Responsibility which, pursuant to a Memorandum of Understanding with the institution assigned the Statewide Program Responsibility, offers and delivers a statewide educational program.
- d.f. Service Region Program shall mean an educational program identified by the Board to be delivered by a Designated Institution within its respective service region that meets regional educational and workforce needs.
- e.g. Service Region Program Responsibility shall mean an institution's responsibility to offer and deliver a Service Region Program to meet regional educational and workforce needs in its primary service region as defined in subsection 2.b.ii.1) and 2) below. Service Region Program Responsibilities are assigned to the Designated Institution in each service region, but may be offered and delivered by Partnering Institutions in accordance with the procedures outlined in this policy.
- f.h. Statewide Program shall mean an educational program identified by the Board to be delivered by a particular institution which meets statewide educational and workforce needs. Lewis-Clark State College, College of Eastern Idaho, North

ATTACHMENT 1

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

Subsection: Z. Planning and Delivery of Postsecondary Programs and Courses

August 2020April 2021

Idaho College, College of Southern Idaho, and College of Western Idaho do not have Statewide Program Responsibilities.

g.i. Statewide Program Responsibility shall mean an institution's responsibility to offer and deliver a Statewide Program in all regions of the state. Statewide Program Responsibilities are assigned to a specific institution by the Board, taking into account the degree to which such program is uniquely provided by the institution.

2. Planning and Delivery Process and Requirements

a. Planning

i. Three-Year Plan

The Board staff shall, using the Institution Plans submitted, create and maintain a rolling three (3) year academic plan (Three-Year Plan) which includes all current and proposed institution programs. The Three-Year Plan shall be approved by the Board annually at its August Board meeting.

ii. Institution Plan

Each institution shall, in accordance with a template to be developed by the Board's <u>Chief Academic Officer Executive Director or designee</u>, create and submit to Board staff a rolling three (3) year academic plan, to be updated annually, that describes all current and proposed programs and services to be offered in alignment with each institution's Statewide and Service Region Program Responsibilities (the Institution Plan). Institution Plans shall be developed pursuant to a process of collaboration and communication with the other institutions in the state.

1) Statewide Programs

Institutions assigned a Statewide Program Responsibility shall plan for and determine the best means to deliver such program. Each institution assigned a Statewide Program Responsibility shall include in its Institution Plan all currently offered and proposed programs necessary to respond to the workforce and educational needs of the state relating to such Statewide Program Responsibilities. Each Institution Plan shall include the following information for proposed Statewide programs:

a) A description of the Statewide Programs to be delivered throughout the state and the anticipated resources to be employed.

ATTACHMENT 1

Idaho State Board of Education GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

Subsection: Z. Planning and Delivery of Postsecondary Programs and Courses

August 2020April 2021

- b) A description of the Statewide Programs to be offered by a Designated or Partnering Institution.
- c) A summary of the Memoranda of Understanding (MOU's), if any, to be entered into with Partnering Institutions pursuant to Subsection 2.b.iii. below.

2) Service Region Programs

It is the responsibility of the Designated Institution to plan for and determine the best means to deliver Service Region Programs that respond to the educational and workforce needs of its service region. If, in the course of developing or updating its Institution Plan, the Designated Institution identifies a need for the delivery of a program within its service region, and the Designated Institution is unable to provide the program, then the Designated Institution shall coordinate with a Partnering Institution (including institutions with Statewide Program Responsibilities if applicable) located outside of the service region to deliver the program in the service region.

The Institution Plan developed by a Designated Institution shall include the following:

- a) A description of the proposed academic programs to be delivered in the service region, or outside of the service region, by the Designated Institution and the anticipated resources to be employed.
- b) A description of proposed programs to be offered in the service region by Partnering Institutions, including any anticipated transition of programs to the Designated Institution.
- c) A description of proposed Statewide Programs to be offered in the service region by an institution with Statewide Program Responsibilities, or by the Designated Institution in coordination with the institution holding the Statewide Program Responsibility.
- d) A summary of proposed MOU's, if any, to be entered into between the Designated Institution and any Partnering Institutions in accordance with Subsection 2.b.iii. below.

ATTACHMENT 1

Idaho State Board of Education GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

Subsection: Z. Planning and Delivery of Postsecondary Programs and Courses

August 2020April 2021

e) A summary of collaborative programs created to meet areas designated as high-need.

3) Institution Plan Updates

Institution Plans shall be updated and submitted to Board staff annually as follows:

- a) Preliminary Institution Plans shall be developed according to a template provided by the Board's <u>Chief Academic Officer Executive Director or designee</u> and submitted to the Council for Academic Affairs and Programs (CAAP) for review, discussion and coordination annually in April.
- b) Following review by CAAP, Institution Plans shall be submitted to Board staff. Upon submission of the Institution Plans to Board staff, the Board's <u>Chief Academic OfficerExecutive Director or designee</u> shall review the Institution Plans for the purpose of optimizing collaboration and coordination among institutions, ensuring efficient use of resources, and avoiding unnecessary duplication of programs.
- c) In the event the Board's <u>Chief Academic Officer Executive Director or designee</u> recommends material changes, he/she shall work with the institutions and then submit those recommendations to CAAP for discussion prior to submission to the Board for inclusion in the Three-Year Plan.
- d) The Board's Chief Academic Officer Executive Director or designee shall then provide their recommendations to the Board for enhancements, if any, to the Institution Plans at a subsequent Board meeting. The Board shall approve the Institution Plans annually through the Three-Year Plan submitted by Board staff. Board approval of Institution Plans acts as a roadmap for institutional planning and does not constitute Board approval of a program. Institutions are still required to follow the standard program approval process as identified in Board Policy Section III.G to gain program approval.

b. Delivery of Programs

i. Statewide Program Delivery
 The Board has established statewide program responsibilities for the fellowing

ATTACHMENT 1

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

Subsection: Z. Planning and Delivery of Postsecondary Programs and Courses

August 2020April 2021

<u>University</u>. Each institution must assess the need for, and, when determined by the assessment, ensure the statewide delivery of educational programs assigned by the Board. This A statewide program list consisting of statewide program responsibilities shall be updated by the Board every two years in accordance with a schedule developed by the Executive Director or designee. The program list will be contained in the Board approved three-year plan document and maintained by Board staff.

Boise State University must assess the need for and, when determined necessary by the assessment, ensure the statewide delivery of all educational programs in the following degree program areas:

Program Name	Degrees
Public Policy and Administration	M.S., Ph.D.
Community and Regional Planning	M.C.R.P., Ph.D.
Social Work (Region V-VI —shared with	M.S.W.
ISU)	
Social Work	Ph.D.

Idaho State University must assess the need for and, when determined necessary by the assessment, ensure the statewide delivery of all educational programs in the following degree program areas:

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Program Name	Degrees
Audiology	Au.D., Ph.D.
Physical Therapy	D.P.T., Ph.D.
Occupational Therapy	M.O.T.
Pharmaceutical Science	M.S., Ph.D.
Pharmacy Practice	Pharm.D.
Nursing (Region III shared w/ BSU)	M.S., D.N.P.
Nursing	Ph.D.
Physician Assistant	M.P.A.S.
Speech Pathology	M.S.
Deaf Education	M.S.
Sign Language Interpreting	B.S.
Health Education	M.H.E.
Public Health	M.P.H.
Health Physics	B.S., M.S., Ph.D.
Dental Hygiene	B.S., M.S.
Medical Lab Science	B.S., M.S.
Clinical Psychology	Ph.D.

ATTACHMENT 1

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

Subsection: Z. Planning and Delivery of Postsecondary Programs and Courses

August 2020April 2021

University of Idaho must assess the need for and, when determined necessary by the assessment, ensure the statewide delivery of all educational programs in the following degree program areas:

Program Name	Degrees
Law	J.D.
Architecture	B.S. Arch., M. Arch.
Integrated Architecture & Design	M.S.
Landscape Architecture	B.S.L.A., M.L.A.
Interior Design	B.I.D., M.S.
Animal & Veterinary Science	BSAVS
Animal Science	M.S.
Veterinary Science	D.V.M.
Plant Science	M.S., Ph.D.
Agricultural Economics	B.S.Ag.Econ.
Applied Economics (Agricultural)	M.S.
Food Science	B.S.F.S., M.S., Ph.D.
Forestry	B.S.Forestry
Renewable Materials	B.S.Renew.Mat.
Wildlife Resources	B.S.Wildl.Res.
Fishery Resources	B.S.Fish.Res.
Natural Resource Conservation	B.S.Nat.Resc.Consv.
Rangeland Ecology & Management	B.S.Rangeland.Ecol.Mgmt.
Fire Ecology & Management	B.S.Fire.Ecol.Mgt.
Natural Resource concentrations in:	M.S., M.N.R., Ph.D.
• Forestry	
Forest and Sustainable Products	
Wildlife Resources	
• Fishery Resources	
Natural Resource Conservation	
Rangeland Ecology & Management	
3,	
Fire Ecology & Management	

ii. High-Demand Programs

The Board recognizes that the need for high-demand, high-need programs may require joint delivery by multiple institutions statewide. These high-demand programs must be delivered through collaboration between institutions in order to preserve rural and statewide access. Service region restrictions and primary institution first rights to offer a program do not apply to Board identified high-demand programs. Criteria for statewide program high-demand designation

ATTACHMENT 1

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

Subsection: Z. Planning and Delivery of Postsecondary Programs and Courses

August 2020April 2021

includes, but is not limited to:

- 1) Idaho Department of Labor data,
- 2) Idaho industry demand as demonstrated by unfilled positions and industry data,
- Demonstrated Idaho state needs for programs supporting underserved populations, and
- 4) Requested by the SBOEBoard.

An institution wishing to offer a high-demand program and that does not have statewide responsibility in the program area must meet the criteria above, have a signed MOU with the Institution with the Statewide Program Responsibility, and the approval of the Board's Executive Director or designee. At that point, the Partnering Institution shall include the program in its Institution Plan. If the Board determines that an emergency need exists for a program that the Institution with Statewide Program Responsibility cannot meet, then upon Board approval the two Institutions shall enter into an MOU for the delivery of such program.

ii.iii. Service Region Program Delivery

The Board has established service regions for the institutions based on the six geographic areas identified in Section 33-2101, Idaho Code. A Designated Institution shall have the Service Region Program Responsibility to assess and ensure the delivery of all educational programs and services necessary to meet the educational and workforce needs within its assigned service region.

1) Academic Service Regions

Region I shall include the area within Area No.1 under Section 33-2101, Idaho Code. Lewis-Clark State College, the University of Idaho, and North Idaho College are the Designated Institutions serving undergraduate needs. The University of Idaho is the Designated Institution serving the graduate education needs. Lewis-Clark State College, and North Idaho College are the Designated Institutions serving applied baccalaureate degree needs.

Region II shall include the area within Area No.2 under Section 33-2101, Idaho Code. Lewis-Clark State College and the University of Idaho are the Designated Institutions serving undergraduate needs. The University of Idaho is the Designated Institution serving the graduate education needs.

ATTACHMENT 1

Idaho State Board of Education GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

Subsection: Z. Planning and Delivery of Postsecondary Programs and Courses

August 2020April 2021

Region III shall include the area within Area No.3 under Section 33-2101, Idaho Code. Boise State University and College of Western Idaho are the Designated Institutions serving undergraduate needs. Boise State University is the Designated Institution serving graduate education needs. Boise State University and College of Western Idaho are the Designated Institutions serving applied baccalaureate degree needs.

Region IV shall include the area within Area No.4 under Section 33-2101, Idaho Code. Idaho State University and College of Southern Idaho are the Designated Institutions serving undergraduate needs. Idaho State University is the Designated Institution serving the graduate education needs, with the exception that Boise State University will meet undergraduate and graduate business program needs. Idaho State University and College of Southern Idaho are the Designated Institutions serving applied baccalaureate degree needs.

Region V shall include the area within Area No.5 under Section 33-2101, Idaho Code. Idaho State University is the Designated Institution serving undergraduate and graduate education needs.

Region VI shall include the area within Area No.6 under Section 33-2101, Idaho Code. Idaho State University and College of Eastern Idaho are the Designated Institutions serving undergraduate education needs. Idaho State University is the Designated Institution serving the graduate education needs. Idaho State University and College of Eastern Idaho are the Designated Institutions serving applied baccalaureate degree needs.

2) Career Technical Service Regions

Postsecondary career technical education is delivered by six (6) institutions, each having responsibility for serving one of the six geographic areas identified in Section 33-2101.

Region I shall include the area within Area No.1 under Section 33-2101, Idaho Code. North Idaho College is the Designated Institution.

Region II shall include the area within Area No.2 under Section 33-2101, Idaho Code. Lewis-Clark State College is the Designated Institution.

Region III shall include the area within Area No.3 under Section 33-2101, Idaho Code. College of Western Idaho is the Designated Institution

ATTACHMENT 1

Idaho State Board of Education GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

Subsection: Z. Planning and Delivery of Postsecondary Programs and Courses

August 2020April 2021

Region IV shall include the area within Area No.4 under Section 33-2101, Idaho Code. College of Southern Idaho is the Designated Institution.

Region V shall include the area within Area No.5 under Section 33-2101, Idaho Code. Idaho State University is the Designated Institution.

Region VI shall include the area within Area No.6 under Section 33-2101, Idaho Code. College of Eastern Idaho is the Designated Institution.

3) Program Offerings by Partnering Institutions

If a Partnering Institution (other than an institution with Statewide Program Responsibilities) identifies a Service Region Program not identified, or anticipated to be identified, in a Designated Institution's Plan, and the Partnering Institution wishes to offer such program in the Designated Institution's service region, then the Partnering Institution may communicate with the Designated Institution for the purpose of allowing the Partnering Institution to deliver such program in the service region and to include the program in the Designated Institution's Plan. In order to include the program in the Designated Institution's Plan, the Partnering Institution must demonstrate the need within the service region for delivery of the program, as determined by the Board (or by the Administrator of the Division of Career Technical Education in the case of career technical level programs). In order to demonstrate the need for the delivery of a program in a service region, the Partnering Institution shall complete and submit to the Chief Academic Officer of the Designated Institution, to CAAP and to Board staff, in accordance with a schedule to be developed by the Board's Chief Academic Officer Executive Director or designee, the following:

- a) A study of business and workforce trends in the service region indicating anticipated, ongoing demand for the educational program to be provided.
- b) A survey of potential students evidencing demand by prospective students and attendance sufficient to justify the short-term and long-term costs of delivery of such program.
- c) A complete description of the program requested to be delivered, including a plan for the delivery of the program, a timeline for delivery of the program, the anticipated costs of delivery, the resources and support required for delivery (including facilities needs and costs), and program

ATTACHMENT 1

Idaho State Board of Education GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

Subsection: Z. Planning and Delivery of Postsecondary Programs and Courses

August 2020April 2021

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4) Designated Institution's First Right to Offer a Program

In the event the Partnering Institution has submitted the information set forth above to the Board's Chief Academic Officer) for inclusion in the Designated Institution's Plan, and a need is demonstrated by the Partnering Institution for such program in the service region, as determined by the Board (or by the Administrator for the Division of Career Technical Education in the case of career technical level programs), or prior to the submission of an updated Institution Plan by the Designated Institution, it is determined by the Board that an emergency need has arisen for such program in the service region the Designated Institution shall have a first right to offer such program.

The Designated Institution must within six (6) months (three (3) months in the case of associate level or career technical level programs) of receiving the request from a Partnering Institution to offer said program determine whether it will deliver such program on substantially the same terms (with respect to content and timing) described by the Partnering Institution. In the event the Designated Institution determines not to offer the program, the Partnering Institution may offer the program according to the terms stated, pursuant to an MOU to be entered into with the Designated Institution. If the Partnering Institution materially changes the terms and manner in which the program is to be delivered, the Partnering Institution shall provide written notice to the Chief Academic Officer of the Designated Institution and to the Board's Chief Academic Officer of such changes and the Designated Institution shall be afforded the opportunity again to review the terms of delivery and determine within three (3) months of the date of notice whether it will deliver such program on substantially the same terms.

iii.iv. Memoranda of Understanding

The Board encourages and fosters orderly and productive collaboration between Idaho's public institutions. Memoranda of Understanding can support such collaboration.

When a service region is served by more than one institution for the delivery of an academic or technical credential defined in Board Policy Section III.E., an MOU shall be developed between such institutions as provided herein and submitted to the Board's Chief Academic Officer for review and approval by the Board prior to entering into such agreements. Each MOU shall be entered into based on the following guidelines, unless otherwise approved by the Board.

ATTACHMENT 1

Idaho State Board of Education GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

Subsection: Z. Planning and Delivery of Postsecondary Programs and Courses

August 2020April 2021

Institutions proposing to offer a joint program shall develop an MOU to identify the specific roles of each participating institution; the student-related processes associated with delivery of the program; and a timeline for review.

When an institution desires to offer a program already being offered by another institution in the latter institution's service region, an MOU shall be developed between the institutions to offer the program.

If a Designated Institution has identified a workforce or educational need for the delivery of a program within its service region and is unable to provide the program, the Designated Institution may collaborate with a Partnering Institution to offer the program. An MOU will not be required for review or approval prior to implementation in this case. Institutions are required to follow the standard program approval processes as identified in Board Policy III.G to obtain program approval. If an institution with Statewide Program Responsibility has submitted the information set forth in Subsection 2.a.ii. above to a Designated Institution and Board staff in a timely manner (as determined by the Board's Chief Academic Officer) for inclusion in the Designated Institution's Plan, then the Designated Institution shall identify the program in its Institution Plan and enter into an MOU with the institution with Statewide Program Responsibility in accordance with this policy. If, prior to the submission of an updated Institution Plan by the Designated Institution, it is determined by the Board that an emergency need has arisen for such program in the service region, then upon Board approval the institution with Statewide Program Responsibility and the Designated Institution shall enter into an MOU for the delivery of such program in accordance with the provisions of this policy.

An institution with Statewide Program Responsibility need not enter into an MOU with any other institutions before offering the statewide program in service regions outside the service region of the institution with Statewide Program Responsibility. If an institution desires to offer a program for which another institution has Statewide Program Responsibility, the institution that does not have Statewide Program Responsibility shall be required to enter into an MOU with the institution that has Statewide Program Responsibility for that program.

When an institution with Statewide Program Responsibility or Service Region Program Responsibility desires to offer a program within a service region where such program is currently being offered by another institution, the institutions shall enter into a transition MOU that includes an admissions plan between the institutions providing for continuity in student enrollment during the transition

ATTACHMENT 1

Idaho State Board of Education GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

Subsection: Z. Planning and Delivery of Postsecondary Programs and Courses

August 2020April 2021

period.

Idaho public postsecondary institutions may enter into MOUs with out-of-state postsecondary institutions or private postsecondary institutions to offer programs. Such MOUs do not require notification or approval by the Board, but shall be shared with the Council on Academic Affairs and Programs. While the Board does not prohibit MOUs with out-of-state postsecondary institutions, agreements with in-state public institutions are preferred. The Board encourages agreements with out-of-state postsecondary institutions, but agreements with in-state public institutions are favorable.

Articulation agreements between any postsecondary institutions for the purposes of facilitating course or program transfer do not require approval by the Board. Such agreements shall be managed and tracked by the institutions, and shall be reported to the Board on an annual basis as part of the three-year planning process. All articulation agreements must be in compliance with Section 33-3729, Idaho Code, and Board Policy III.V.

All MOUs shall be submitted in conjunction with related program proposals following the standard program approval processes as identified in Board Policy III.G.

iv.v. Facilities

For programs offered by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) within a municipal or metropolitan area that encompasses the campus of a Designated Institution, the Partnering Institution's programs offerings shall be conducted in facilities located on the campus of the Designated Institution to the extent the Designated Institution is able to provide adequate and appropriate property or facilities (taking into account financial resources and programmatic considerations), or in facilities immediately adjacent to the campus of the Designated Institution. Renting or building additional facilities shall be allowed only upon Board approval, based on the following:

- 1) The educational and workforce needs of the local community demand a separate facility at a location other than the campus of the Designated Institution or adjacent thereto as demonstrated in a manner similar to that set forth in Subsection 2.b.ii.1) above, and
- 2) The use or development of such facilities are not inconsistent with the

ATTACHMENT 1

Idaho State Board of Education GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

Subsection: Z. Planning and Delivery of Postsecondary Programs and Courses

August 2020April 2021

Designated Institution's Plan.

Facilities rented or built by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) on, or immediately adjacent to, the "main" campus of a Designated Institution may be identified (by name) as a facility of the Partnering Institution, or, if the facility is rented or built jointly by such institutions, as the joint facility of the Partnering Institution and the Designated Institution. Otherwise, facilities utilized and programs offered by one or more Partnering Institutions within a service region shall be designated as "University Place at (name of municipality)."

For programs offered by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) within a municipality or metropolitan area encompassing a campus of a Designated Institution, to the extent programmatically possible, auxiliary services (including, but not limited to, bookstore, conference and other auxiliary enterprise services) and student services (including, but not limited to, library, information technology, and other auxiliary student services) shall be provided by the Designated Institution. To the extent programmatically appropriate, registration services shall also be provided by the Designated Institution. It is the goal of the Board that a uniform system of registration ultimately be developed for all institutions governed by the Board. The Designated Institution shall offer these services to students who are enrolled in programs offered by the Partnering Institution in the same manner, or at an increased level of service, where appropriate, as such services are offered to the Designated Institution's students. An MOU between the Designated Institution and the Partnering Institution shall outline how costs for these services will be allocated.

v.vi. Duplication of Courses

If courses necessary to complete a Statewide Program are offered by the Designated Institution, they shall be used and articulated into the Statewide Program.

vi. Program Transitions

Institutions with Statewide Program or Service Region Program Responsibilities may plan and develop the capacity to offer a program within a service region where such program is currently being offered by another institution (the Withdrawing Institution) as follows:

ATTACHMENT 1

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

Subsection: Z. Planning and Delivery of Postsecondary Programs and Courses

August 2020April 2021

1) The institution shall identify its intent to develop the program in the next update of its Institution Plan. The institution shall demonstrate its ability to offer the program through the requirements set forth in Subsection 2.b.ii.3) above.

Except as otherwise agreed between the institutions pursuant to an MOU, the Withdrawing Institution shall be provided a minimum three (3) year transition period to withdraw its program. If the Withdrawing Institution wishes to withdraw its program prior to the end of the three (3) year transition period, it may do so but in no event earlier than two (2) years from the date of notice (unless otherwise agreed). The Withdrawing Institution shall enter into a transition MOU with the institution that will be taking over delivery of the program that includes an admissions plan between the institutions providing for continuity in student enrollment during the transition period.

vii. Discontinuance of Programs

Unless otherwise agreed between the applicable institutions pursuant to an MOU, if, for any reason, (i) a Designated Institution offering programs in its service region that supports a Statewide Program of another institution, (ii) a Partnering Institution offering programs in the service region of a Designated Institution, or (iii) an institution holding a Statewide Program Responsibility offering Statewide Programs in the service region of a Designated Institution, wishes to discontinue offering such program(s), it shall use its best efforts to provide the institution with Statewide or Service Region Program Responsibility, as appropriate, at least one (1) year's written notice of withdrawal, and shall also submit the same written notice to the Board and to oversight and advisory councils. In such case, the institution with Statewide or Service Region Program Responsibilities shall carefully evaluate the workforce need associated with such program and determine whether it is appropriate to provide such program. In no event will the institution responsible for the delivery of a Statewide or Service Region Program be required to offer such program (except as otherwise provided herein above).

3. Existing Programs

Programs being offered by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) in a service region prior to July 1, 2003, may continue to be offered pursuant to an MOU between the Designated Institution and the Partnering Institution, subject to the transition and notice periods and requirements set forth above.

ATTACHMENT 1

Idaho State Board of Education GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

Subsection: Z. Planning and Delivery of Postsecondary Programs and Courses

August 2020April 2021

4. Oversight and Advisory Councils

The Board acknowledges and supports the role of oversight and advisory councils to assist in coordinating, on an ongoing basis, the operational aspects of delivering programs among multiple institutions in a service region, including necessary resources and support and facility services, and the role of such councils in interacting and coordinating with local and regional advisory committees to address and communicate educational needs indicated by such committees. Such interactions and coordination, however, are subject to the terms of the MOU's entered into between the institutions and the policies set forth herein.

5. Resolutions

All disputes relating to items addressed in this policy shall be forwarded to the Board's Chief Academic Officer Executive Director or designee for review. The Board's Chief Academic Officer Executive Director or designee shall prescribe the method for resolution. The Board's Chief Academic Officer Executive Director or designee may forward disputes to CAAP and if necessary make recommendation regarding resolution to the Board. The Board will serve as the final arbiter of all disputes.

6. Exceptions

- a. This policy is not applicable to programs for which 90% or more of all activity is required or completed online, or dual credit courses for secondary education.
- b. This policy also does not apply to courses and programs specifically contracted to be offered to a private, corporate entity. However, in the event that an institution plans to contract with a private corporate entity (other than private entities in the business of providing educational programs and course) outside of their Service Region, the contracting institution shall notify the Designated Institutions in the Service Region and institutions with Statewide Program Responsibilities, as appropriate. If the corporate entity is located in a municipality that encompasses the campus of a Designated Institution, the Board encourages the contracting institution to include and draw upon the resources of the Designated Institution insomuch as is possible.

SUBJECT

Board Policy III.F. Program Prioritization - Second Reading

REFERENCE

LILINGL	
May 2013	The Board directed institutions to institute a prioritization of programs process consistent with Robert Dickeson's prioritization principles, and further directed the institutions to use a quintile prioritization approach and communicate to the Board the criteria and weighting to be used after consultation with their respective campuses.
June 2013	The Board approved the program prioritization proposals for Idaho State University (ISU), Boise State University (BSU), and University of Idaho (UI) as presented.
August 2013	The Board approved the program prioritization proposal for Lewis-Clark State College as presented.
October 2013	The Board was presented with an update on program prioritization.
August 2014	The Board was presented with the results of program prioritization and reminded institutions that program prioritization needed to be integrated into their budgeting and planning practices.
June 2015	The Board was presented with an update on the implementation of program prioritization.
August 2016	The Board was presented with an update on the implementation of program prioritization.
December 2018	The Board was presented with an update on the implementation of program prioritization.
August 2019	The Board approved the first reading of new Board Policy III.F., Program Prioritization.
October 2019	The Board approved the second reading of new Board Policy III.F., Program Prioritization, including amendments clarifying process and reporting requirements.
December 2020	The Board approved the first reading of Board Policy III.F., Program Prioritization, removing requirement for non-instructional programs to be placed in quintiles.

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.F. and V.B.

Section 33-113, Idaho Code

IRSA TAB 3 Page 1

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¹ <u>Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance</u> (Jossey-Bass, 2nd ed; 2010).

BACKGROUND/DISCUSSION

Board Policy III.F. Program Prioritization requires institutions under the Board's governance to integrate program prioritization into their planning and budgeting processes. This policy establishes evaluation criteria for programs and services with specific tangible objectives. The policy currently requires institutions to integrate program prioritization for academic and non-academic programs, and requires both academic and non-academic programs to be "grouped into quintiles based on relative cost efficiency and effectiveness."

The proposed revisions will change the terms "academic and non-academic" to "instructional and non-instructional" and will clarify that "instructional" programs include both academic and career technical education programs. The proposed changes will also remove the requirement for institutions to group non-instructional programs into quintiles based on relative cost efficiency and effectiveness. The policy amendments will require evaluation with quintiling of instructional programs (including both academic and career technical education) and evaluation without quintiling of non-instructional programs.

IMPACT

Approval of the proposed amendments will remove the requirement for non-instructional programs to be placed in quintiles and clarify the program prioritization requirement applies to academic and career technical programs at the four-year institutions.

ATTACHMENTS

Attachment 1 – Board Policy III.F. Program Prioritization – Second Reading

STAFF COMMENTS AND RECOMMENDATIONS

The only change between first and second readings was the addition of the word "only" in subsection 4, to provide additional clarification about which types of programs are required to be quintiled.

Board staff support the proposed policy amendments.

BOARD ACTION

I move to approve the second reading of	Board Policy III.F.	. Program Prioritization
as submitted in Attachment 1.		_

Moved by	Seconded by	Carried Yes	No
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ATTACHMENT 1

Idaho State Board of Education GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS SUBSECTION: F. Program Prioritization

October 2019 February 2021

Program Prioritization

The University of Idaho, Boise State University, Idaho State University and Lewis-Clark State College shall integrate program prioritization into their respective strategic planning, programming (academic instructional and nonacademic instructional) and budgeting processes. As part of the program prioritization process the institutions shall conduct an evaluation of programs and services with specific and tangible objectives, and with a focus on specific evaluation criteria.

- 1. All academic instructional programs, which include academic and career technical programs, shall be evaluated with an emphasis on:
 - a. External demand
 - b. Quality of outcomes
 - c. Costs and other expenses.
- 2. Additional criteria may be considered by institutions to evaluate programs. This criteria can be weighted within the evaluation process as the institution determines appropriate. Criteria may include:
 - a. History, development and expectations of the program
 - b. External demand
 - c. Internal demand
 - d. Quality of inputs and processes
 - e. Quality of outcomes
 - f. Size, scope and productivity
 - g. Revenue and other resources generated
 - h. Costs and other expenses
 - i. Impact, justification and overall essentiality
 - j. Opportunity analysis
- 3. Criteria for evaluation of non-academicinstructional programs may include:
 - a. Key objectives and how they are measured
 - b. Services provided and to which customers
 - c. Position-by-position analysis
 - d. Unmet needs and demands
 - e. Opportunities for collaboration and restructuring
 - f. Opportunities to share skill sets and resources
 - g. Opportunities for cross-training
 - h. Technological improvements that are cost effective
 - i. Process improvements to streamline operations

ATTACHMENT 1

j. Outsourcing exploration to improve service and cut costs

This criteria may be weighted as each institutions determines appropriate.

 Academic Instructional and non-academic instructional programs shall be evaluated as outlined in this policy. and Only instructional programs shall be grouped into quintiles based on relative cost efficiency and effectiveness.

All <u>instructional</u> program reviews shall include an indicator of which quintile the program falls into. Annual program prioritization updates shall provide a description of the progress achieved toward implementing findings and recommendations. These are to be submitted annually to the <u>board_Board</u> by the institutions in a format and timeline established by the Executive Director.

- 5. Institutions shall conduct program prioritization at least once every five years. Final reports must include:
 - a. Programs that will be improved through advancements in efficiency, quality, productivity, and focus.
 - b. Opportunities for improvements to organizational structure and function
 - c. Programs considered for consolidation or discontinuation as based on cost of delivery and degree of relevance and impact.
 - d. Estimated institutional savings and efficiencies created through implementation of recommendations.
- 6. As part of program planning processes pursuant to Board Policy III.Z. and postsecondary program approval and discontinuance processes pursuant to Board Policy III.G., institutions must provide the board Board with information on how planned and proposed program action addresses needs identified from program prioritization.
- 7. Program prioritization processes must involve a diverse range of stakeholder representation at each institution. Methodology will be reported to the Board and must be transparent to institution communities while meeting the outcomes defined in this section of Board Policy.

SUBJECT

Board Policy III.U. Textbook and Instructional Material Affordability – Partial Waiver

REFERENCE

April 2018 The Board received update on an Open Educational

Resources (OER) initiative as part of the work session.

June 2018 The Board discussed system-wide access and

affordability strategies including OER and requested an inventory and implementation timeline be provided

at the October 2018 Board meeting.

August 2018 The Board approved a line item request for OER

funding.

December 2018 The Board was provided with a timeline and inventory

update regarding OER and the total number of course sections delivered exclusively with OER throughout

Idaho colleges and universities.

April 2019 The Board was provided with an inventory of common-

indexed courses for which funding will be focused for

OER adoption.

August 2019 The Board approved the first reading of new Board

Policy III.U. Textbook and Instructional Material

Affordability.

October 2019 The Board approved the second reading of new Board

Policy III.U. Textbook and Instructional Materials

Affordability.

BACKGROUND/DISCUSSION

Policy III.U. Textbook and Instructional Materials Affordability establishes definitions of open educational resources (OER) and instructional materials as well as minimum standards for textbook affordability. The policy requires institutions to implement a plan to meet or exceed those standards no later than the start of the 2021-2022 academic year. This includes:

- providing faculty with professional development opportunities;
- incentivizing faculty to explore the adoption, adaption, or creation of OER;
- requiring institutions to develop policies and procedures for minimizing cost of instructional materials for students;
- providing students with a course list that utilizes OER or have no cost instructional materials at the time of enrollment;
- developing OER (or low cost materials where OER is not available) for at least one section of each common-indexed course offered at each institution:
- providing students low cost textbooks or OER for each common-indexed course delivered as dual credit; and
- establishing a standardized review and approval process for OER that ensures quality of materials.

Concerns have been raised about some aspects of this policy by faculty and administrative leaders at institutions throughout the state. In particular, faculty are concerned that the policy's mandate that OER be adopted in common-indexed courses may infringe on faculty academic freedom and responsibility. Academic leaders and faculty have also noted that the policy may be too narrow in scope as it pertains to the larger issues of access and affordability of instructional materials. A comprehensive revision of the policy in consultation with stakeholders across Idaho's institutions is underway.

IMPACT

Approval of a temporary waiver of the implementation deadline in Policy III.U. will allow sufficient time to complete a thorough and appropriate revision of the policy. This will also relieve the requirement of institutions to comply with timelines and standards that may come due, but ultimately be removed or revised, during the policy amendment process.

STAFF COMMENTS AND RECOMMENDATIONS

The concerns with this policy were noted by Board staff in early 2020, and work on the amendment process began with conversations with faculty and academic leaders. However, the conversations and amendment processes were put on hold in response to the COVID-19 pandemic. While the deadline for implementing institutional plans is the start of the 2021-2022 academic year, the policy requires that institutions annotate their course catalogs by the time students begin enrolling for fall semester. Students will begin enrolling for fall semester during the spring 2021 semester.

In December 2020, Board staff resumed the policy amendment process by convening interested faculty and other academic leaders from across the state in a working group. This policy working group will develop a proposed policy amendment to be reviewed by the Council on Academic Affairs and Programs (CAAP) and the Instruction, Research and Student Affairs committee. Staff are targeting a first reading by the full Board in April 2021.

In the meantime, given the imminent deadlines provided in Board Policy III.U and the delay in revision due to the pandemic, the CAAP recommends that the Board temporarily waive the implementation deadline in Policy III.U for one year.

Board staff recognize that developing this policy amendment through a collaborative process with the stakeholders responsible for implementation is the best way to ensure intended long-term policy outcomes.

Board Staff recommends approval of the policy waiver.

BO	ARD	AC1	ΓΙΟΝ
DО	ARD	ACI	

I move	e to	waive	the	fall	2021	implementat	on	deadline	in	Board	Policy	'III.U.
Textbo	ok a	and Inst	tructi	onal	Mate	rial Affordabili	ty,	subsectio	n 2	.a., for o	one ye	ar.

Moved by	Seconded by	Carried Yes	No
, <u></u>	, <u></u>		

BOISE STATE UNIVERSITY

SUBJECT

Online Graduate Certificates in Analyst and Threat Intelligence, Resilience Engineering, and Governance Policy Administration

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G. and Section V.R.

BACKGROUND/DISCUSSION

Boise State University (BSU) proposes to create three 9-credit Graduate Certificates in Analyst and Threat Intelligence, Resilience Engineering, and Governance and Policy Administration that will be offered wholly online. The program will operate under the guidelines of Board Policy V.R. as it pertains to wholly online programs. The graduate certificates will be a part of the Cyber Operations and Resilience (CORe) program at BSU. The graduate certificates offer complementary technical and non-technical tracks leading to a master's degree. The unique scaffolding (contribution to a stackable master's degree in CORe) of this program, along with the emerging importance of cyber and physical resilience, prepares students with the knowledge, skills, and expertise needed for maintaining the operational effectiveness of complex business, academic, and government information and physical systems. The program is ideal for students who have a professional, military, or law enforcement background that seek to advance their career within the cyber workforce.

The proposed graduate certificates instruct and produce cybersecurity professionals focused on operational tools, methodologies, and efficiencies, as well as ensuring system resiliency for maximum risk reduction coverage using risk appropriate costs. In short, the curriculum in the certificates is about how different aspects of cybersecurity are interrelated and how strengthening the bonds of dependency can lead to a more resilient system/network/society.

Because it is entirely online, the proposed program will enable BSU to reach potential students who need flexibility in their education that result from professional and personal responsibilities. These students may also live in a rural area of Idaho that does not have face-to-face educational opportunities.

IMPACT

The program's size will be scaled to demand for the program, and BSU projects that the total number of enrolled students across all certificates will reach a size of 47 students by the fifth year, graduating approximately 50 students (combined total) per year once the program has reached its target enrollment.

The graduate certificates are intended to be part of a statewide collaboration and initiatives between the higher education institutions in Idaho to meet the growing workforce demand for cyber-related education. Cybersecurity is a multifaceted challenge and these online programs will help fill a gap in Idaho's cybersecurity program offerings. BSU's proposed online graduate certificates focus on early-mid career professionals aspiring to move into leadership roles. These programs will collaborate and coordinate with BSU's new Institute for Pervasive Cybersecurity.

The student fee will be in accordance with the Online Program Fee as defined in Board Policy V.R., 3.a.x. The price-point for this online program fee will be \$525 per credit. The total costs for the certificates are as follows:

- Analyst and Threat Intelligence (9 credits): \$4,725
- Resilience Engineering (9 credits): \$4,725
- Governance Policy Administration (9 credits): \$4,725

ATTACHMENTS

Attachment 1 – Proposal for CORe Graduate Certificates Attachment 2 – Boise State Cybersecurity Curriculum Stack

STAFF COMMENTS AND RECOMMENDATIONS

The proposed graduate certificates will be part of the new Cyber Operations and Resilience program to be considered by the Board under a separate agenda item. The certificates are envisioned to be part of the statewide collaboration between Idaho's eight public postsecondary institutions aimed at meeting the growing workforce demand for cyber-related education. BSU states that the three certificates will serve as stackable, short-term credentials. Additionally, working adults who need to acquire specific skills can enroll in either of the three certificate programs with or without the intent of completing a degree.

BSU anticipates a projected enrollment of 10 students initially, reaching 47 by FY26. These numbers are combined across the three certificates and will be scaled based on demand for each certificate as provided in their program proposal. The following provides a breakdown for each certificate:

- Analyst and Threat Intelligence 7 initial enrollments in FY22
- Resilience Engineering 3 initial enrollments in FY22
- Governance Policy Administration 3 initial enrollments in FY23

Because the certificates will be using the online program fee model, minimum enrollments are based on course registrations, which range from 29.50 to 82.00 annual credits and 1.23 to 3.42 annual FTEs over a five-year period. If enrollments are not met, Boise State University will adjust to reflect actual activity and will be evaluated annually. If the certificate is not fiscally sustainable in the long term, the certificates will be discontinued.

BSU's proposed certificates are consistent with their Service Region Program Responsibilities. At this time, certificates consisting of fewer than 30 credit requirements are not required to be listed on three-year plans. As provided in Board Policy III.Z., no institution has the statewide program responsibility specifically for cybersecurity programs. Additionally, Board Policy III.Z. does not apply to programs for which 90% or more of all activity is required or completed online. Currently, there are no graduate certificates in these areas offered at the other institutions.

Industry support was obtained from Idaho National Laboratory; State of Idaho, Information Technology Services; Ursus Security, LLC; Johnny Security Seed, LLC; and MUFG Union Bank, N.A.

BSU also requests approval to assess an online program fee of \$525 per credit for a total program cost of \$4,725 for each proposed 9-credit certificate. Based on the information for the online program fee provided in the proposal, staff finds that the criteria have been met for this program.

The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs on February 4, 2021; and to the Committee on Instruction, Research, and Student Affairs and the Business Affairs and Human Resources Committee on February 5, 2021, respectively.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to create three new, online academic programs that will award a Graduate Certificate in Analyst and Threat Intelligence, Resilience Engineering, and Governance Policy Administration as presented in Attachment 1.

Moved by	Seconded by	Carried Yes	No
AND			
program fee of	system ove the request by Boise \$525 per credit for each submitted to the Board in	certificate, in conform	•
Moved by	Seconded by	Carried Yes	No

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nstitutional Tracking No.	
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Idaho State Board of Education

Proposal for Academic Degree and Certificate Program

Proposal for Ac	auemic De	gree and C		ale Flogra	111	
Date of Proposal Submission:	December 2					
Institution Submitting Proposal:	Boise State University					
Name of College, School, or Division: Name of Department(s) or Area(s):	College of E		nginoor	ring Departmer	nt	
Name of Department(s) of Area(s).	Liectrical at	id Computer L	<u>.rigirieei</u>	ing Departmen	ıı	
Official Name of the Programs:	Resilience E	Engineering G	raduate	raduate Certifio Certificate o Graduate Cer		
Implementation Date:	Fall 2021					
Degree Information:	Degree Lev	el: Graduate		Degree Type	e: Graduate	Certificate
CIP code (consult IR /Registrar):	·		fense S	trategy/Policy		
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	100% Online	e				
Geographical Delivery:	Location(s)	Boise		Region(s)	III	
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)	Self-Suppo	Self-Support fee Professional Fee X C			X Online	Program Fee
Indicate (X) if the program is: (Consistent with Board Policy III.Z.)	Regional Responsibility Statewide Responsibility					
Indicate whether this request is either New Degree Programs	of the follow	ving:	Consolid	dation of Existinดู	g Program	
Undergraduate/Graduate Certificates (3	0 credits or mo	ore)	New Off	f-Campus Instru	ctional Progra	m
Expansion of Existing Program			Other (i.	e., Contract Pro	gram/Collabo	rative
- Docusigned by: Solver of Centre	10:04 AM	PST -				
John Skegher 11/24/2020 -Docusigned by: Dr. Tammi Vadia-Haase 11/25/2020	Date 12:11 PM	Vice Pre		or Research (In	nstitution; as	Date 1//4/21
-9D3141BE919C490 IICIAI (Institution: as applicable)	Date	Academi		s Program Mar	nager, OSBE	Date
Docusigned by: 12/8/2020	3:12 PM MS	70	dd G). Kilburn	01/15	5/2021
- 5BCB8035ED1D44C FVF/OTHEL FISCAL OTHCER (Institution)	Date	Chief Fir	nancial C	Officer, OSBE	ے	Date
DocuSigned by: 12/4/2020	12:27 PM F	PST -	3) 5	Shoot		1/15/21
AR35ARC510CF432 Instruction (Institution)	Date	Chief Ac	ademic	Officer, OSBE		Date
12/15/2020				Dinastan Ann	aval	Deta
AFFACAFF49FD495	Date	2ROF/F	xecutive	Director Appr	ovai	Date

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Before completing this form, refer to Board Policy Section III.G., Postsecondary Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program. <u>All</u> questions must be answered.

Rationale for Creation or Modification of the Program

1. Describe the request and give an overview of the changes that will result. What type of substantive change are you requesting? Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace. If this is an Associate degree, please describe transferability.

Boise State University proposes the creation of three wholly online graduate certificates programs that will award the following graduate-level certificates:

- o Analyst and Threat Intelligence Certificate
- o Resilience Engineering Certificate
- o Governance Policy Administration Certificate

The proposed programs will operate under the guidelines of SBOE Policy V.R. as it pertains to wholly online programs.

The graduate certificates will be a part of the Cyber Operations and Resilience (CORe) program at Boise State University. The graduate certificates offer complementary technical and non-technical tracks leading to a master's degree. The unique scaffolding (contribution to a stackable master's degree) of this program along with the emerging importance of cyber and physical resilience prepares students with the knowledge, skills, and expertise needed for maintaining the operational effectiveness of complex business, academic, and government information and physical systems. The program is ideal for students who have a professional, military, or law enforcement background that seek to advance their career within the cyber workforce.

- 2. **Need for the Program**. Describe evidence of the student, regional, and statewide needs that will be addressed by this proposal to include student clientele to be served and address the ways in which the proposed program will meet those needs.
 - a. Workforce and economic need: Provide verification of state workforce needs that will be met by this program. Include job titles and cite the data source. Describe how the proposed program will stimulate the state economy by advancing the field, providing research results, etc.

The graduate certificates are intended to be part of a statewide collaboration between eight colleges/universities to meet the growing workforce demand for cyber-related education. Boise State's proposed online graduate program focuses on early-mid career professionals aspiring to move into leadership roles. Most positions listed below either require a master's degree or indicate it is a preferred credential.

This program is online to accommodate working professionals across Idaho, the western state region, and nation.

Identifying job titles for the proposed certificates or any cyber operations and resilience program is very difficult and can never encompass all the types of jobs people with a cyber

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operations and resilience education can pursue. Therefore, we have chosen the following job titles:

- Computer and Information Analysts SOC Code 15-1210
- Information Security Analysts SOC Code 15-1212

2019 National Employm Title and Code	Emplo	yment	Job Openings Due to Growth and	
	2019 2029		Replacement Needs 2019-2029	
Computer and Information Analysts	15-1210	763.4	850.8	87.5
Information Security Analysts	15-1212	131.0	171.9	40.9
TOTAL				128.4

2018-2028 Idaho Long Te Employment Projections	Emplo	yment	Job Openings Due to Growth and	
		2018	2028	Replacement Needs 2018-2028
Computer Systems 15-1121 Analyst		1,591	1,740	149
Information Security Analysts	15-1122	408	456	48
TOTAL				197

b. Student demand. What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Provide evidence of student demand/ interest from inside and outside of the institution.

There are three different types of students who will enter these certificates.

- The career advancer who is already employed in the field and is interested in moving up in the field.
- The career starter who is interested in a career that fits his/her personal and professional goals and is currently not employed in the field.
- The career changer who is currently employed in a different field and is interested in changing fields.
- c. Societal Need: Describe additional societal benefits and cultural benefits of the program.

These certificates serve as stackable, short-term credentials. Working adults who need to acquire specific skills can enroll in a certificate program with or without the intention of completing a degree. This provides an affordable option with curriculum that directly correlates with workforce demand skills, both in Idaho and across the United States.

3. Program Prioritization

Is the proposed new program a result of program prioritization?

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Yes NoX
If yes, how does the proposed program fit within the recommended actions of the most recent program prioritization findings.
N/A

4. Credit for Prior Learning

Indicate from the various cross walks where credit for prior learning will be available. If no PLA has been identified for this program, enter 'Not Applicable'.

Not applicable.

5. Affordability Opportunities

Describe any program-specific steps taken to maximize affordability, such as: textbook options (e.g., Open Educational Resources), online delivery methods, reduced fees, compressed course scheduling, etc. This question applies to certificates, undergraduate, graduate programs alike.

The program will be offered at a very market competitive rate of \$525 per credit hour. The cost for the following certificates are as follows:

- Analyst and Threat Intelligence (9 credits): \$4,725
- Resilience Engineering (9 credits): \$4,725
- Governance Policy Administration (9 credits): \$4,725

The content of the curriculum pushes the boundary of how cyber education is being delivered and will be use cybersecurity working professionals to teach the courses. This curriculum will be offered with asynchronous online mode using a 7-week session that is well suited to working professionals.

Enrollments and Graduates

6. Existing similar programs at Idaho Public Institutions. Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions for the most past four years.

Instit.	Program Name	Fall	Fall Headcount Enrollment in Program			Number of Graduates From Program (Summer, Fall, Spring)				
		Fall 2017	Fall 2018	Fall 2019	Fall 2020	FY_	FY_	FY_	FY (most recent)	

7. **Justification for Duplication** (if applicable). If the proposed program is similar to another program offered by an Idaho public higher education institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

There is no duplication as no graduate certificates are offered at the other Idaho public

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institutions. The proposed graduate certificates instruct and produce Cybersecurity professionals focused on operational tools, methodologies, and efficiencies, as well as ensuring system resiliency for maximum risk reduction coverage using risk appropriate costs. In short, the curriculum in the certificates is about how everything is interrelated and how strengthening the bonds of dependency can lead to a more resilient system/network/society.

8. Projections for proposed program: Using the chart below, provide projected enrollments and number of graduates for the proposed program:

During feasibility it was determined that individual certificate enrollment is unknown. However, for budgetary purposes the following conservative assumptions were made to represent anticipated certificate student behavior:

- Certificate students make up 50% of the incoming new master's program and certificate students every semester
- Certificate students are 50% full time (1.5 semesters to complete) and 50% part time (3 semesters to complete)
- Certificate students only complete one certificate and do not continue on to the Cyber master's degree program.

Propos	Proposed Program: Projected Enrollments and Graduates First Five Years										
Threat Resilier Govern	Program Names: Threat Intelligence Certificate Resilience Engineering Certificate Governance Policy Administration Certificate Projected Fall Term Headcount Projected Annual Number of Graduates										
PI	_	ment in I				Pioje		rom Pro		ii auuate:	3
F22 (first year)	(first				FY22 (first year)	FY23	FY24	FY25	FY26		
10	28	36	51	47		4	28	40	44	52	

9. Describe the methodology for determining enrollment and graduation projections. Refer to information provided in Question #2 "Need for the Program" above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

The program's size will be scaled to demand for the program. The numbers in the table above constitute the total combined enrollment across all three graduate certificates, and reflect a reasonable and attainable scaling up of the program.

Marketing and recruitment efforts will include a digital marketing campaign, a web landing page, request for information form and a full program website with details regarding the key program assets, curriculum plan, and costs. In addition, a comprehensive communication plan will be implemented to attract and nurture interested students. Strategic, personalized communications will engage and support students throughout the recruitment life cycle. Our coaching approach to student services will support online students and maintain their connection to Boise State through graduation.

5

Propos	Proposed Program: Projected Enrollments and Graduates First Five Years										
Program Name: Analyst and Threat Intelligence Graduate Certificate											
Projected Fall Term Headcount Enrollment in Program			Projec	ted Annu	ual Numl Prog		aduates	From			
FY22 (first year)	FY23	FY24	FY25	FY26		FY22 (first year)	FY23	FY24	FY25	FY26	
7	16	19	26	24		3	17	21	22	26	

Propos	Proposed Program: Projected Enrollments and Graduates First Five Years										
Progra	Program Name: Resilience Engineering Graduate Certificate										
Projected Fall Term Headcount Enrollment in Program			Projec	ted Annu	ual Numl Prog		aduates	From			
FY22 (first year)	FY23	FY24	FY25	FY26		FY22 (first year)	FY23	FY24	FY25	FY26	
3	9	10	15	14		1	10	11	13	15	

Propos	Proposed Program: Projected Enrollments and Graduates First Five Years										
Progra	Program Name: Governance Policy Administration Graduate Certificate										
Projected Fall Term Headcount Enrollment in Program			Projec	ted Annı	ual Numl Prog		aduates	From			
FY22 (first year)	FY23	FY24	FY25	FY26		FY22 (first year)	FY23	FY24	FY25	FY26	
0	3	7	10	10		0	1	8	9	11	

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS DocuSign Envelope ID: EB9CFB65-3230-403B-AE22-275CB0B49494 RUARY 18, 2021 ATTACHMENT 1

10. Minimum Enrollments and Graduates.

a. What are the minimums that the program will need to meet in order to be continued, and what is the logical basis for those minimums?

The numbers below represent the minimum credits and student FTEs for *both* the graduate certificate and the proposed MS in Cyber Operations and Resilience. Since the certificate and master's program share courses, the budgets are intertwined.

Because the program will be utilizing the online fee model, it is best to put minimum enrollment in terms of course registrations, which are what translate to revenue. Based on estimated expenses for instruction and for support personnel expenses, estimate the minimum number of course registrations to achieve breakeven is:

- Year 1: Annual credits 256, Annual FTEs 10.65
- Year 2: Annual credits 785. Annual FTEs 32.70
- Year 3: Annual credits 1,113, Annual FTEs 46.39
- Year 4: Annual credits 1,336, Annual FTEs 55.65
- Year 5: Annual credits 1,413, Annual FTEs 58.88

If enrollments do not meet expectations, expenses will adjust to reflect actual activity. The program's financial sustainability will be evaluated at least annually.

b. If those minimums are not met, what is the sunset clause by which the program will be considered for discontinuance?

Programs operating under the online program fee model at Boise State University are expected to be fiscally sustainable. If enrollments do not meet expectations, expenses will be adjusted to reflect actual activity. The program's financial sustainability will be evaluated at least annually. If it is determined to be fiscally unsustainable in the long term, it will be discontinued.

11. Assurance of Quality. Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation. The following measures will ensure the high quality of the new program:

Regional Institutional Accreditation: Boise State University is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). Regional accreditation of the university has been continuous since initial accreditation was conferred in 1941. Boise State University is currently accredited at all degree levels (A, B, M, D).

<u>Program Development Support:</u> The online certificates are one of several that are being created via the eCampus Expansion Initiative at Boise State University. Boise State's online program development process uses a facilitated program design process to assist program faculty members in the creation of an intentional, cohesive course progression with tightly aligned course and program outcomes. A multi-expert development team, which includes an instructional designer, multimedia specialist, and quality assurance, works collaboratively with the faculty member. One master version of each course is developed for a consistent look and feel of courses across the program; the master course utilizes a professionally created common template aligned with nationally Quality Matters course design standards.

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Academic Integrity: Academic integrity is vital to the mission of Boise State University and encompasses the totality of academic rigor, ethical behavior, intellectual curiosity, appropriate teamwork, and persistence. All assignments submitted by a student must represent his/her own ideas, concepts, and current understanding or must cite the original source. Boise State proactively supports academic integrity by providing training, maintaining a website dedicated to academic integrity, providing tools such as pedagogical strategies, workshops, and tips for designing tests, as well as establishing policies and procedures for students who violate the academic integrity policy within the Student Code of Conduct. For this new online program, we will use the following strategies to encourage academic integrity:

- During the design and development of the curriculum and assessment of each course, instructors will be informed by staff of Boise State's eCampus Center about best practices for online course design based on Quality Matters ™ and best practice strategies to promote academic integrity in online education based on WCET's recommendations (Version 2.0, June 2009)
- Through the program development process, course production, course launch support
 provided by the eCampus Center, and other means, instructors will be reminded about the
 importance of academic integrity and encouraged to report and act upon suspected
 violations.
- Academic integrity will be addressed within online student orientation. Programs may require online students to complete the university's Academic Integrity Online Workshop.
- At the beginning of each course, the instructor will communicate expectations regarding academic integrity to students in the syllabus and verbally and may require completion of the university's Academic Integrity Online Workshop.

<u>Student Authentication:</u> Because the proposed program will be offered entirely online, it is important to include mechanisms by which we authenticate the identity of students enrolled in the program. We will use the following mechanisms:

- During the admissions process, the university will confirm required official transcripts and other documentation required for admission into the program.
- Associated with access to and use of our Learning Management System, a secure log-in
 environment will be provided and students will be required to use strong passwords and
 change them every 90 days.
- When high-stakes exams are required, faculty will be encouraged to utilize remote or
 online proctoring services when appropriate. In those instances, students will need to
 provide valid photo identification before gaining access to the graded assessments or
 other required activities.
- Instructors will utilize Canvas's Turnitin plagiarism detection program when appropriate.
- Instructors are expected to be informed of and aware of the importance of student identity authentication and to report and act upon suspected violations.
- 12. In accordance with Board Policy III.G., an external peer review is required for any new doctoral program. Attach the peer review report as Appendix A.

N/A

13. Teacher Education/Certification Programs All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) <u>prior</u> to consideration and approval of the program by the State Board of Education.

Will this program lead to certification?

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Yes	No	Χ	
1 00		/ \	

If yes, on what date was the Program Approval for Certification Request submitted to the **Professional Standards Commission?**

14. Three-Year Plan: If this is a new proposed program, is it on your institution's approved 3-year plan?

Yes	Χ	No	

If yes, proceed to question 15. If no:

a. Which of the following statements address the reason for adding this program outside of the regular three-year planning process.

Indicate (X) by each applicable statement:

Program is important for meeting your institution's regional or statewide program responsibilities.
The program is in response to a specific industry need or workforce opportunity.
The program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
There is a contractual obligation or partnership opportunity related to this program.
The program is in response to accreditation requirements or recommendations.
The program is in response to recent changes to teacher certification/endorsement requirements.

b. Provide an explanation for all statements you selected.

Educational Offerings: Curriculum, Intended Learning Outcomes, and Assessment <u>Plan</u>

- 15. Curriculum. Provide descriptive information of the educational offering.
 - a. Summary of requirements. Provide a summary of program requirements using the following table.

Analyst and Threat Intelligence Certificate

Credit hours in required courses offered by the	0
department (s) offering the program.	9
Credit hours in required courses offered by other	0
departments:	U
Credit hours in institutional general education	0
curriculum	U
Credit hours in free electives	0
Total credit hours required for degree program:	9

Resilience Engineering Certificate

Credit hours in required courses offered by the department (s) offering the program.	9
Credit hours in required courses offered by other	0

departments:	
Credit hours in institutional general education curriculum	0
Credit hours in free electives	0
Total credit hours required for degree program:	9

Governance Policy Administration Certificate

Credit hours in required courses offered by the department (s) offering the program.	9
Credit hours in required courses offered by other departments:	0
Credit hours in institutional general education curriculum	0
Credit hours in free electives	0
Total credit hours required for degree program:	9

b. Curriculum. Provide the curriculum for the program, including credits to completion, courses by title and assigned academic credit granted.

Analyst and Threat Intelligence Certificate (Onlin	ie)
Course Number and Title	Credits
CORE 550 Cyber Threat Intelligence	3
CORE 551 Cyber Warfare and Conflicts	3
CORE 552 Cyber Digital and Signal Intelligence	3
TOTAL	9

Resilience Engineering Certificate (Online)	
Course Number and Title	Credits
CORE 560 Cyber Resilience Systems Design	3
CORE 561 Network Design and Exploitation Techniques	3

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CORE 562 Resilience Coding and Architecture of Devices	3
TOTAL	9

Governance Policy Administration Certificate (Onl	ine)
Course Number and Title	Credits
CORE 570 Cyber Risk Management	3
CORE 571 Cyber Law, Ethics, and Policy	3
CORE 572 Cybersecurity Governance and Compliance	3
TOTAL	9

c. Additional requirements. Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.

N/A

16. Learning Outcomes: Expected Student Learning Outcomes and Connection to Curriculum.

a. Intended Learning Outcomes. List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what students will know, understand, and be able to do, and value or appreciate as a result of completing the program.

The following are six Program Learning Outcomes for the M.S. in Cyber Operations and Resilience degree:

- **PLO 1:** Properly apply the correct fundamentals of cyber operations, resilience, risk assessment, and information assurance to both cyber-physical and information systems.
- **PLO 2**: Make decisions based on the ethics, laws, policies, and governance of the cyber security field.
- **PLO 3:** Apply acceptable tactics, techniques, and procedures necessary to enhance cyber-physical and informational security operations and resiliency.

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PLO 4: Apply industry acceptable cyber security model to secure, inform, involve, and educate stakeholders in security/resilience operations and strategies.

PLO 5: Continuously evaluate and monitor the operational and resilient maturity of an entity.

PLO 6: Develop operation and resiliency policies, metrics, testing and security solutions for an entity using both rigorous risk assessment and threat intelligence people, processes, tools and measures.

Each certificate contributes to the learning outcomes in different ways.

Analyst and Threat Intelligence Certificate

• Contributes to all PLO's with a particular focus on PLO 1, PLO 3, PLO 4, and PLO 6.

Resilience Engineering Certificate

• Contributes to all PLO's with a particular focus on PLO 1, PLO 3, PLO 4, and PLO 5.

Governance Policy Administration Certificate

• Contributes to all PLO's with a particular focus on PLO 2, PLO 4, and PLO 6.

17. Assessment plans.

a. Assessment Process. Describe the assessment plan for student learning outcomes that will be used to evaluate student achievement and how the results will be used to improve the program.

The proposed certificates will follow a systematic assessment and improvement process in which multiple approaches will be used, not only to measure student attainment of program outcomes, but to also inform programmatic improvements. The learning outcomes are mapped to courses that provide relevant content. Student work in these courses that address specific outcomes is collected and evaluated by program faculty. The outcomes are assessed on a three-year cycle with data for all outcomes collected each year, and then the results are analyzed every three years. For each outcome, student work across the program is reviewed in a comprehensive review of student work. A group of three faculty members and instructors review the overall attainment of the outcome based on the evidence collected. As part of the review, recommendations for improvement to the program are outlined. All faculty then review these results and make suggestions/changes to improve this process in a program of continuous improvement. Evaluation results inform programmatic, pedagogical, and curricular improvements.

The key knowledge unit as defined by the National Initiative for Cyber Security Education (NICE) Cybersecurity Workforce Framework, NSA CAE, and UK Cyber Security Body of Knowledge (CyBok) will also be mapped to all the courses. This will ensure the graduate certificate programs are teaching the most important skill sets and critical thinking.

Resources Required for Implementation – fiscal impact and budget.

Organizational arrangements required within the institution to accommodate the change including administrative, staff, and faculty hires, facilities, student services, library; etc.

- **18.** Physical Facilities and Equipment: Describe the provision for physical facilities and equipment.
 - a. Existing resources. Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

The available space and equipment are currently acceptable to operate a successful program.

b. Impact of new program. What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

No impact.

c. Needed resources. List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

Operating expenses associated with support staff and new faculty are reflected in the budget.

- **19. Library and Information Resources:** Describe adequacy and availability of library and information resources.
 - a. Existing resources and impact of new program. Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

Online resources are available. No impact on existing programs.

b. Needed resources. What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

None needed. No impact on the library.

20. Faculty/Personnel resources

a. **Needed resources.** Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?

The numbers below represent instruction credits and instruction FTEs for both graduate certificate and master's students. Since the certificate and master's programs share courses, their budgets are intertwined.

The program will fund new adjunct/lecturer instruction to cover the additional

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instruction credits required by the program:

Yr 1- 29.50 instruction credits, 1.23 FTE Yr 2- 66.50 instruction credits, 2.77 FTE Yr 3- 82.00 instruction credits, 3.42 FTE Yr 4- 82.00 instruction credits, 3.42 FTE Yr 5- 82.00 instruction credits, 3.42 FTE

At maturity, the graduate certificate programs with the master's program will offer a combined total of 40 sections of new courses of which 18 sections will be in cross listed courses with the proposed Bachelor of Science in Cyber Operations and Resilience.

The certificate and master's program will fund a 0.50 FTE program coordinator in years 1, 2 & 3 and convert to a 1.00 FTE program coordinator starting year 4. The certificate and master's program will fund a 0.25 FTE administrative assistant in years 2 & 3 and convert to a 0.50 FTE administrative assistant starting year 4.

b. Existing resources. Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

Over the first 4 years, the certificate and master's programs will fund partial FTEs of Dr. Sin Ming Loo, a current professor in the Department of Electrical and Computer Engineering.

Yr 1- 0.10 FTE

Yr 2-0.10 FTE

Yr 3-0.08 FTE

Yr 4- 0.05 FTE

Dr. Sin Ming Loo will provide course content and work with the program coordinator to oversee the programs.

c. Impact on existing programs. What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

Because the graduate certificate programs will fund instruction and administrative support, it is anticipated that limited instructional and administrative support resources from existing programs will be used for the proposed program. There will be a minimal impact on resources available for existing programs.

d. Needed resources. List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

The following positions will be hired for the graduate certificate programs:

- o Adjunct Instruction
- o Program Coordinator
- o Administrative Assistant

Expenses for these positions are included in the program budget sheet.

21. Revenue Sources

a) **Reallocation of funds:** If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

N/A

b) New appropriation. If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

No new appropriation will be required.

c) Non-ongoing sources:

i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends?

The 0.50 FTE certificate and master's Program Coordinator will be funded for one year (January 2021-December 2021) by the Boise State Online Innovation Fund. This fund is funded by online fee revenue and acts as seed funding for online academic programs, online course development stipends to faculty, open education resource grants and eventually innovation grants.

ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds?

N/A

d) Student Fees:

i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.

N/A

ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

The student fee will be in accordance with the Online Program Fee as defined in the Board Policy V.R., 3.a.x. That policy enables the institution to set a price-point appropriate for the program; students will pay an online program fee in lieu of tuition. The price-point for our online program fee will be as follows: \$525 per credit. The cost for the following certificates are as follows:

- o Analyst and Threat Intelligence (9 credits): \$4,725
- o Resilience Engineering (9 credits): \$4,725
- o Governance Policy Administration (9 credits): \$4,725

22. Using the excel <u>budget template</u> provided by the Office of the State Board of Education, provide

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the following information:

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program.
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

The budget below represents revenues and expenses for both certificate and master's programs. Since the certificate and master's program share courses, the instruction and support expenses are intertwined.

16

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Program Resource Requirements.

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first four fiscal years of the
 - Include reallocation of existing personnel and resources and anticipated or requested new resources.
 - Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

TEANNED STODEN FENTOLEMEN		FY 2022	₹,	2023	7	2024	Ę	2025	Ŧ	2026
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	9.6	32	33.3	71	51.0	108	67.0	136	74.9	147
B. Shifting enrollments	1.1	4	3.7	80	5.7	12	7.4	15	8.3	16
Total Enrollment	Iment 10.7	36	37.0	62	9.99	120	74.5	151	83.2	163
Student Credit Hours Generated	erated 256		889		1,359		1,787		1,997	

TAB 5 Page 17 **IRSA**

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	On-going	One-time	On-going One-time	One-time	On-going	One-time	On-going	One-time	On-going	One-time
 New Appropriated Funding Request 										
2. Institution Funds		\$44,978								
3. Federal										
4. New Tuition Revenues from										
Increased Enrollments										
5. Student Fees		\$134,269		\$466,548		\$713,631		\$938,231		\$1,081,67
6. Other (i.e., Gifts)				Ì					j	
Total Revenue	e \$0	\$179,247	80	\$466,548	20	\$713,631	\$0	\$938,231	\$0	\$1,081,67

Ongoing is defined as ongoing operating budget for the program which will become part of the base.

One-time is defined as one-time funding in a fiscal year and not part of the base.

Budget Notes:

Calculation of FTE and headcount as follows: I.A, B.

>1 FTE = 24 graduate credits

>Assume that 90% of the enrollments will be new enrollments and 10% will be shifting enrollments. >Headcount determined as the distinct number of students in the program that year.

>Assume 20% attrition from 1st to 2nd semester, then 3% attrition every semester. No attrition from 2nd to last semester to last semester.

The University will sponsor the program coordinator for 1 year using funds from the Boise State Online Innovation Fund

Student Fee revenue calculated as Student Credit Hours * \$525 per credit. 1.5

>\$525 calculated as estimate of 2021-2022 per-credit

>To be conservative, assume in calculations that per-credit fee does not increase over time

II. REVENUE **IRSA** 17

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II. EXPENDITURES	Ā	2022	Ŧ	FY 2023	Ē	2024	Ŧ	FY 2025	Ē	2026
		ı			•				•	
	On-going	One-time								
A. Personnel Costs										
1. FTE		1.98		3.52		4.67		4.92		4.92
2. Faculty		80		\$0		\$0		80		\$66,967
3. Adjunct Faculty		\$50,150	j	\$116,442	j	\$162,180	j	\$174,182	j	\$139,944
4. Graduate/Undergrad Assistants										
5. Research Personnel										
6. Directors/Administrators		\$60,550		\$45,275		\$78,398		\$76,927		\$73,158
7. Administrative Support Personnel				\$8,498		\$8,752		\$18,030		\$18,571
8. Fringe Benefits		\$26,811		\$31,483		\$48,027		\$53,370		\$73,905
9. Other:										
Total Personnel and Costs	\$0	\$137,510	80	\$201,697	80	\$297,358	\$	\$322,509	90	\$372,545

Budget Notes (continued)

Lecturer FTE: Calculated using (Credit hour load)/24

Adjunct FTE: Calculated using (Credit hour load)/24 III.A.3

Administrator: Program Coordinator (0.5 FTE in years 1,2,3, 1.0 FTE in years 4+). Additional expense included in year 1 to reflect anticipated Jan 2021 start date. Institutional funds will III.A.6

fund position Jan-Dec 2021

III.A.7 III.A.8

Administrative Support: Administrative Assistant (0.25 FTE in years 2 & 3, 0.50 FTE in years 4+)
Benefits calculated at staff fringe rate of \$11,650+(annual wage*20.47%) professional staff and \$11,650+(annual wage*21.57%) classified staff

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2026	ne-time								\$2,000	\$2,000
F	On-going One-time									80
2025	One-time								\$1,000	\$1,000
Ą	On-going									\$0
FY 2024	One-time								\$500	\$500
Ā	On-going One-time									\$0
FY 2023	One-time								\$500	\$500
Ā	On-going									80
2022	One-time								\$500	\$500
F	On-going									\$0
	B. Operating Expenditures	1. Travel	2. Professional Services	3. Other Services	4. Communications	5. Materials and Supplies	6. Rentals	7. Materials & Goods for Manufacture & Resale	8. Miscellaneous - Computer Hardware/Software	Total Operating Expenditures

Budget Notes (continued): III.B.8 Miscellaneous: Computer hardware/software

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C. Capital Outlay	FY On-going	FY 2022 One-time	FY On-going	FY 2023	FY On-going	2024 One-time	FY On-going C	2025 One-time	FY On-going	2026 One-time
1. Library Resources 2. Equipment										
Total Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FY On-going On-going D. Capital Facilities Construction or Major Renovation	FY 2022 On-going One-time or Renovation	2022 One-time	FY On-going	2023 One-time	FY On-going	2024 One-time	FY On-going	2025 One-time	FY On-going	2026 One-time
E. Other Costs										
Boise State University Support Utilities		\$67,134		\$233,274		\$356,815		\$469,115		\$540,835
Maintenance & Repairs Other										
Total Other Costs	80	\$67,134	\$0	\$233,274	\$0	\$356,815	\$0	\$469,115	80	\$540,835
TOTAL EXPENDITURES:	\$0	\$205,145	\$0	\$435,471	\$0	\$654,673	\$0	\$792,625	\$0	\$915,380
Net Income (Deficit) to College	\$0	-\$25,898	\$0	\$31,077	80	\$58,958	\$0	\$145,606	\$0	\$166,291

Budget Notes (specify row and add explanation where needed; e.g., "I.A., B. FTE is calculated using..."):

Boise State University Support is defined as follows: **Ⅲ.E.1**

Boise State eCampus Center (8.75% of revenue): Provide funding for initiative management, online course/program development and other support services Boise State Central Services (10.00% of revenue). A fund dedicated to funding support services for online students.

Boise State Online Innovation Fund (3.80% of revenue): Seed funding for academic programs, course development stipends to faculty, open education resource grants and eventually innovation grants

Boise State Online Marketing, Recruitment, Enrollment, Advising and Retention Fund (27.45% of revenue): A fund dedicated to marketing the program, recruiting students,

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APPENDIX B- LETTERS OF SUPPORT

Idaho National Laboratory - Scott Cramer, Director Cybercore Integration Center

State of Idaho, Information Technology Services – Keith Tresh, Chief Information Security Officer

Ursus Security, LLC – Kim L. Jones, Founder and Managing Director

Johnny Security Seed, LLC - Richard W. Owen, CEO and Chief Evangelist

MUFG Union Bank, N.A. – Stanley R. Jarocki, Vice President

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October 13, 2020 CCN 248073

Idaho State Board of Education 650 West State St. Suite 307 Boise, ID 83720

Subject: Letter of Support Regarding Boise State Course Offerings in Cyber Operations and Resilience

Dear Board Members.

As part of our continued collaboration with Boise State University (BSU) and in support of the Cybercore Integration Center (CIC) mission at Idaho National Laboratory (INL), this letter expresses our strong endorsement of the proposed Cyber Operations and Resilience course offerings.

INL is a world leader in research and technologies for securing and protecting the critical infrastructure of the United States and is focused on fundamental challenges with greatest impact. Building on the current success of BSU and CIC collaborations, these competency-based learning models will help to reach additional students while addressing outstanding needs in the current workforce.

INL has been observing the cybersecurity security curriculum development across the state of Idaho. University of Idaho offers a BS in Cybersecurity, a degree focused on computer science and programming. Idaho State University is now offering a BAS in Cyber-Physical Systems Engineering Technology, concentrated on industrial cybersecurity. There is another identified need for cyber operations, which targets frontline workers who continually face security concerns and address challenges across the enterprise. We are delighted that BSU has taken the appropriate steps to address this gap, at both the BS and MS level, and are prepared to make course offerings available as soon as next fall.

The fact that the courses will be available as an asynchronous online program, opens the instruction to much broader audiences across the state and affords full-time workers and remote learners the ability to build skills outside of the traditional classroom setting. This progressive and flexible platform offers broad reach and greater access to a variety of students, from diverse backgrounds and skill sets, to advance education and workforce development efforts necessary to meet cybersecurity needs now, and in the future.

In short, we see these programs as beneficial to industry, local governments, counties, and state entities in training cybersecurity frontline workers to protect and defend, enhance critical thinking skills and provide more resilience within our cyber environments, which addresses elements currently in short supply and which will only grow in demand. Increasing the number

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS **ATTACHMENT 1**

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of people capable of cyber operations and accelerating their development, is core to our mission and vital to both our state and the nation.

We applaud BSU efforts and continued contributions in supporting the Idaho cyber-education ecosystem and willingness to advance offerings designed to provide access to a wide range of students, while addressing identified needs is the workforce.

We believe these efforts will be of benefit to the community, the state and the region, as well as INL, and strongly support the proposed offerings being put into practice and made available.

Sincerely,

Scott Cramer, Director Cybercore Integration Center

National & Homeland Security

SC:KL

Distribution:

Sin Ming Loo, Boise State University

cc: Z.D. Tudor, MS 3750

W.C. Kiestler, MS 3750

S.F. McAraw, MS 1444

E.J. Taylor, MS 1444

M.T. Bingham, MS 3605

TAB 5 Page 24 **IRSA**

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

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State of Idaho

Information Technology Services
Office of the Governor

BRAD LITTLE
Governor
JEFF WEAK
Administrator
GREG ZICKAU
Deputy Administrator/
Chief Information Officer

11331 W. Chinden Blvd, Suite B201 P.O. Box 83720 Boise, ID 83720-0042 Telephone (208) 605-4000 or FAX (208) 605-4093 http://its.idaho.gov

September 23, 2020

Idaho State Board of Education 650 West State Street, 3rd Floor Boise, ID 83702

Dear Board Members,

I am writing this letter in support of Boise State University's proposed Bachelor of Science and Master of Science Degree in Cyber Operations and Resilience (CORe).

Given the importance of cybersecurity in every aspect of modern life and the shortage of trained cybersecurity professionals nationwide, this program and the graduates it produces will benefit the public and private sectors inside Idaho and the nation a whole. The proposed Cyber Operations and Resilience programs will build a pathway for professionals to change careers and help existing cybersecurity professionals deepen their expertise. This program will also help cybersecurity professionals progress into management level positions and will feed some of the PhD programs statewide if these same professionals choose to continue their education by pursuing a doctorate degree.

Boise State University already offers a Bachelor of Science in Computer Science with a Cybersecurity emphasis and a PhD in Computing with Cybersecurity emphasis, so these proposed programs fill a missing level that would be attractive to many potential students. Idaho employers need multiple universities inside our state to offer programs that specialize in all aspects of cybersecurity to satisfy the demand and need for trained cybersecurity professionals. To that end, Boise State University is participating in conversations within our state to codify an agreement for all major universities to share courses, curriculum and resources within the cybersecurity area of concentration.

I also want to highlight the fact that Boise State University hired several faculty members with operational cybersecurity experience in the last five years. They have also worked hard to seek and maintain many key industry/government relationships within the cybersecurity field including the State of Idaho, Information Technology Services as well as the Idaho National Lab.

As an example, and a matter of fact, I was hired in August of 2019 to teach in their current baccalaureate program. I also participate in all of their Cybersecurity planning and sit on the Board of Boise State's up-and-coming Institute for Pervasive Cybersecurity.

In closing, I would like to add that as a public servant with over 25 years of information technology and cybersecurity operational experience, I feel these programs can and will dramatically increase the available number of trained cybersecurity professionals within Idaho and nationwide. I wholeheartedly support the creation and implementation of both the Bachelor of Science and Master of Science degrees in Cyber Operations and Resilience!

If you have questions or need more information, please feel free to contact me at (208) 605-4054 or keith.tresh@its.idaho.gov.

Sincerely,

Keith Tresh

Chief Information Security Officer

Office of Information Technology Services

Office of the Governor Keith.Tresh@its.idaho.gov

Office: (208) 605-4054 Cell: (208) 407-8509

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS 2222 402B AFF22 275CDDD FEBRUARY 18, 2021 ATTACHMENT 1

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October 8th, 2020

Idaho State Board of Education 650 West State Street, 3rd Floor Boise, ID 83702

Esteemed Board Members:

I am writing this letter to express my strongest possible support for Boise State University's Cyber Operations and Resilience (CORe) degree programs.

As a senior cybersecurity profession and former senior cyber executive, I have long struggled with the challenge of finding skilled professionals to fill the ranks of my supported organizations. As the cyber talent gap widened and universities took up the call for support, I was disappointed at the caliber of students produced by our institutes of higher learning. In far too many cases "cyber graduates" had only theoretical knowledge of cybersecurity principles across a narrow portion of the career field; they were inadequately prepared to face the fluid (and often non-standard) real-world dilemmas faced by today's cyber warriors.

When I was asked to evaluate Boise State University's CORe program and approach, I entered the process with a high degree of skepticism. I am pleased to say that I left the process more excited and impressed than I have been with a university-led program in a long time. Boise State's curricula (at both the Bachelors and Masters levels) remains entrenched in a real world, practical approach which prepares students to meet the challenges of a cybersecurity career head on. Further, the modular approach is extremely well suited for those looking to transition careers – something which must be embraced if we are ever to close the cyber job-talent gap. Boise State's commitment to hiring top tier cyber talent – including senior cyber executives and not just educational professionals – gives me an extremely high degree of confidence around the caliber of graduates these programs will produce. I look forward to introducing Boise State's first crop of graduates into the companies I advise and support.

Boise State University is to be commended for taking a proactive, thought-leading approach to solving one of our nation's most vexing problems. I urge you to support these efforts wholeheartedly.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

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Please feel free to contact me if you have questions.

Sincerely,

Kim L. Jones CISM, CISSP, CDGSE, M.Sc.

Founder and Managing Director

Ursus Security LLC (480) 253-9120

Kim.Jones@UrsusWorldwide.com

https://www.linkedin.com/in/kimjones-cism/



Johnny Security Seed, LLC. 4412 E la Estancia Cir Cave Creek, AZ 85331 www.JohnnySecuritySeed.com

September 30, 2020

Idaho State Board of Education 650 West State Street, 3rd Floor Boise, ID 83702

Dear Board Members,

I am writing this letter in support of Boise State University's Bachelor of Science (BS) and Master of Science (MS) Degree programs in Cyber Operations and Resiliency (CORe). I understand that Boise State and other universities offer degrees in Computer Science with an emphasis in Cyber Security, but Cyber Security can no longer be just an extra area of study.

In today's world we continue to collect, process and store more information and base many decisions on this ever-growing collection of data. This simply adds greater importance and risk to those systems and data. However, we have a nation-wide shortage of skilled and educated people who can provide the protection that we require. The Cybersecurity Industry is in a need of not only more qualified people, but those who are trained to think and address rapidly changing threats.

I applaud Boise State University for creating programs that start first with the high school student. Johnny Security Seed has a similar effort and approach. As one who has significant technical training and many certifications stacked on top of my formal college education, I have found that the combination has been a key element in my success. I see these programs as vital to creating professionals who can address ever-changing operational issues to ensure the resiliency of critical data and systems. I also support the program's experiential learning credit approach. Hackers follow no formal education road map and to respond we need to create a workforce capable of accomplishing the mission, oftentimes in a less structured fashion. I believe that the proposed curriculums would provide my current and prior businesses a more capable employee to help in this ongoing fight.

As a point of reference, I have spent over 50 years protecting information of which over 30 years was focused on creating and managing cyber security programs. I created the Information Security Program for Mission Operations at Johnson Space Center, NASA. While there, I was awarded a "Silver Snoopy" by the astronauts for the program and a Continuous Improvement Award by the NASA Administrator for avoiding over \$25M in costs. After that, I created four other very successful security programs across various industries. I am a past International President of the Information Systems Security Association (ISSA) and a member of the Information Security Hall of Fame. Most recently I was honored with Fellow status of the world renowned Ponemom Institute (https://www.ponemon.org).

Should you have any questions of if I may be of other assistance, I can be contacted at Rich@JohnnySecuritySeed.com or on my cell at 480-686-5527.

Sincerely,

Richard W. Owen, Jr. CEO and Chief Evangelist



MUFG Union Bank, N.A.
Information Risk Management
Risk Management Division for the
Americas
6802 E Bobwhite Way
Scottsdale, AZ 85266
T: +1-480-381-0887

Stanley.Jarocki@unionbank.com

Idaho State Board of Education 650 West State Street, 3rd Floor Boise, ID 83702

Dear State Board Members:

I am writing this letter in full support of the proposed Cybersecurity Bachelor and Master programs at Boise State. These programs incorporate fundamental aspects of Cybersecurity that are needed to maintain a key core element — Cyber Operations and Resiliency — that are so desperately needed and which require trained individuals to cover all critical infrastructure sectors today and in the future.

Today, as a veteran of many attacks that I have experienced in the Federal Government sector, the critical infrastructure sectors – financial, healthcare, retail – and having lived through 911 at ground zero, I speak from experience. Cyber resources that drive the systems of our environment must be secure, auditable, compliant, and resilient. Knowledgeable talent is needed at the entry level and senior executive level to promote the proper planning, testing and execution to keep these systems running. Just imagine what would happen if hospital cyber system went down and doctors, nurses and staff had to resort to pen and pencil. Today in the time of the pandemic huge numbers of lives would be lost, treatment would have to stop and those needing care would not be able to get it. And it could be your family members or yourself. Sounds farfetched? Well, it is happening as they are being attacked not only by natural disasters but by Bad Actors using Ransomware, DDoS attacks and other extortion attempts. Cyber is the nervous system, communications paths, and knowledge repositories upon which our lives are built and depend. Therefore, the need for Cyber professionals and cyber warriors to support and build strong infrastructure is needed. Where are they going to get this knowledge? They will be able to get this critical knowledge base from Boise State's Bachelor and Master's programs in Cyber Operations and Resiliency.

The key to these powerful new programs - the Cyber Operations and Resilience (CORe) Bachelor of Science (BS) and Master of Science (MS) programs – lies in their ability to develop focused curriculum that provide needed skill sets that they can use day one. These programs are geared to instruct and produce Cybersecurity professionals focused on operational tools, methodologies, and efficiencies, as well as ensuring system resiliency for maximum risk reduction coverage using risk appropriate costs. The goal of the CORe curriculums is to prepare learners at the beginning levels to view and think of systems as holistic models while determining how resiliency can be achieved. CORe presents the interdependencies infrastructure has between cyber and physical to achieve operational effectiveness. In short, CORe is about business, real life and the world of cybersecurity and their interrelationships and how strengthening the bonds of dependency can lead to a more robust and resilient system/network/society.

A holistic system level thinking approach is at the heart of the CORe program. The asynchronous online curriculum provides for a challenging set of achievement modalities:

- 1. Pathways for high school students (traditional and career & technical education), community college graduates, and working professionals with an undergraduate degree in any field,
- 2. Stackable certification pathways for learners to achieve career alignment without the need for long-term program commitments,
- 3. A curriculum that awards experiential learning credits in an affordable manner,
- 4. A potential for strong internship with local and national industries and critical infrastructure sectors, and
- 5. Accelerated BS/MS curriculum for learners looking to achieve maximum career opportunity in the shortest time frame possible.

As an early practitioner in the field of Cybersecurity I had to boot strap my knowledge with a lot of "OJT" (On the Job Training) to get the job done. Adding needed skills such as audit, risk management and executive leadership was not easy. Holding CISO positions in a variety of industries and major companies in the financial, healthcare and retail sectors. - I can attest that finding individuals with these skills is extremely hard. Nationally, there is estimated to be over 3 million job openings creating a dire shortage of talent. This is exasperated even more due to the increased attacks by bad actors and nation states who feel we are too preoccupied with the "Pandemic." Trained people are desperately needed with practical operational skills who can contribute day one.

As the editor / contributor of the USA National Security Plan for the financial sector and chief architect of the Financial Services Information Sharing and Analysis Center and presently as a VP of Information Risk Management for the 5th largest bank in the World – MUFG – I can attest that quality trained talent is desperately needed. Additionally, as an advisor to higher education intern programs, it is extremely important that Cybersecurity needs to start with K-12 to show that diversity and excitement does exist in the world of Cybersecurity. I believe the curriculum that I have reviewed is the right start in our battle to cultivate passionate and talented individuals who will be practically trained to jump in and defend the cyber world of today and, more importantly, tomorrow.

I also believe local Boise Headquartered companies such as Albertsons is another example of an organization that requires cybersecurity and resiliency as we have observed in recent disasters and the Pandemic. Food supplies are critical and the supply chain systems that support operations and get the goods to the stores and people is critical to humanity's survival.

So it is extremely important that support for the ability to produce learners with the caliber of talent needed for the state of Idaho, the nation, and worldwide, be provided at the highest level of state government – through the governor's office, and through approval of these programs through the state board of education.

Sincerely,

Stanley R. Jarocki

tanlez R. Jarocki

Vice President

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS FEBRUARY 18, 2021

Cybersecurity Education Opportunities Fall 2021 and Beyond

PhD in Computing, Cybersecurity Emphasis - Now / In-person

- *MS, Cyber Operations & Resilience Fall 2021 / Online
- *MS, Cybersecurity Fall 2021 / In-person

Certificate in Cryptography and Cryptanalysis - Fall 2021 / Online

BS, Computer Science w/ Cybersecurity Emphasis - Now / In-person

*BS, Cyber Operations & Resilience - Fall 2021 / Online BS, Computer Systems Engineering - Fall 2021 / In-person

Cybersecurity Minor - Now / In-person

Four Cyber/Physical Certificates for STEM Students - Now / Hybrid (Power, Process, Software, Hardware)

Cryptography and Cryptanalysis Certificate - Fall 2021 / Online

Cyber Operations Certificate and Certification - Now / Online

Cybersecurity For All Certificate - Now / Online

Graduate Degrees

Graduate Certs

Undergrad Minors or Degrees

Undergrad Certs

Certifications

*Under Review. Forthcoming subject to the Board approval.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS FEBRUARY 18, 2021

BOISE STATE UNIVERSITY

SUBJECT

Online Bachelor of Science and Master of Science in Cyber Operations and Resilience

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G. and Section V.R.

BACKGROUND/DISCUSSION

Boise State University (BSU) proposes to create a Bachelor of Science and a Master of Science in Cyber Operations and Resilience (CORe) program that will be offered wholly online. These programs will operate under the guidelines of Board Policy V.R. as it pertains to wholly online programs.

CORe programs are designed around the realities of today's cyber and physical landscape: It's not *if* a security (cyber and/or physical and/or interdependencies) breach will occur, it's a matter of *when*. A resilient system will be able to be restored in a timely and orderly fashion. Businesses, while maintaining a secure posture, are investing in people, processes, and technology to ensure operational continuity under adverse conditions, such as from cyber-attacks, physical attacks, insider threats, malfunctioning equipment/software, or failure of infrastructures. The proposed programs will prepare students to anticipate, detect, mitigate, and manage cyber, physical, and interdependencies infrastructure threats.

The unique scaffolding of these programs (which are designed as a stackable degree program both at the undergraduate and graduate levels, along with the emerging importance of cyber and physical resilience) prepares students with the knowledge, skills, and expertise needed for maintaining the operational effectiveness of complex business, academic, and government information and physical systems. The Bachelor's degree program utilizes and stacks existing undergraduate certificates, including Cyber Physical Systems (as optional electives) and Cyber Operations (required) into the degree plan. Moreover, the degree has the flexibility for students to stack related industry certifications, existing minor and certificates, and dual-listed courses, prior learning, internships, and experiential learning. The MS in CORe is a stackable Master's degree program that offers graduate certificates with complementary technical and nontechnical tracks leading to a master's degree. The program is ideal for students who have a professional, military, or law enforcement background that seek to advance their career within the cyber workforce.

Because they are entirely online, the proposed programs will enable BSU to reach potential students who need flexibility in their education that result from

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS FEBRUARY 18, 2021

professional and personal responsibilities. These students may also live in a rural area of Idaho that do not have face-to-face educational opportunities.

IMPACT

The proposed CORe degree programs are intended to be a part of the statewide cybersecurity initiatives and the collaboration between the Idaho's higher education institutions to meet the growing workforce demand for cyber-related education. Cybersecurity is a multifaceted challenge and these online programs will help fill a gap in Idaho's cybersecurity program offerings. They are designed to prepare learners to think in systems about how resilience can be achieved. These programs will collaborate and coordinate with BSU's new Institute for Pervasive Cybersecurity. The unique and flexible scaffolding of these programs will allow them to be part of joint programming opportunities in cybersecurity education in Idaho.

BSU projects that the Bachelor's CORe program will reach a size of 116 students by the fifth year, graduating approximately 47 students per year once the program is up and running. BSU projects that the master's program will reach a size of approximately 100 students by the fifth year, graduating approximately 39 students per year once the program is up and running. Both programs are scalable to meet the demand for the program.

The proposed Bachelor's program is different from Idaho State University's undergraduate Cyber-Physical System Engineering Technology program and the University of Idaho's undergraduate Cybersecurity program because the proposed program instructs and produces cybersecurity professionals focused on operational thinking, tools, methodologies, and efficiencies, as well as ensuring system resiliency for maximum risk reduction coverage using risk appropriate costs. There is no duplication at the master's level, as no Idaho public institution offers a similar program. The proposed MS in CORe program concentrates on cybersecurity people, process, and technology.

The student fees will be in accordance with the Online Program Fee as defined in Board Policy V.R., 3.a.x. The price-point for the online BS CORe program fee will be \$350 per credit. For the 120 credits required for completion of the proposed program, the total cost will be \$42,000. The price-point for the online MS CORe program fee will be \$525 per credit. For the 30 credits required for completion of the proposed program, the total cost will be \$15,750.

ATTACHMENTS

Attachment 1- Proposal for Bachelor of Science in Cyber Operations and Resilience Attachment 2- Proposal for Master of Science in Cyber Operations and Resilience Attachment 3- Boise State University Cybersecurity Curriculum Stack

STAFF COMMENTS AND RECOMMENDATIONS

Boise State University anticipates 20 enrollments initially reaching 116 by FY26 for the Bachelor's program and anticipates 10 enrollments for the Master's program

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS FEBRUARY 18, 2021

initially reaching 107 by FY26. The program will be scaled based on demand for the degree offerings as provided in their program proposal. Because the program will be using the online program fee model, minimum enrollments are based on course registrations, which range from 405 to 1,876 annual credits and 13.50 to 62.53 annual FTEs (BS program) and 256 to 1,413 annual credits and 10.65 to 58.88 annual FTEs (MS program) over a five-year period. If enrollments are not met, BSU will adjust to reflect actual activity and will be evaluated annually. If in the long term it is not fiscally sustainable, the program will be discontinued.

While the proposed program is currently not listed on BSU's approved three-year plan, it was included in their draft plan submitted in 2020. Due to the pandemic, program planning was postponed last academic year. Draft plans were in progress and were shared with the Instruction, Research, and Student Affairs Committee to demonstrate impacts on program planning and immediate plans for the future. In accordance with Board Policy III.Z, no institution has the statewide program responsibility specifically for cybersecurity programs. Additionally, Board Policy III.Z does not apply to programs for which 90% or more of all activity is required or completed online.

As provided in the program proposal, University of Idaho (U of I) currently offers a Bachelor of Science in Cybersecurity, which is a computer science based degree, and Idaho State University offers a Bachelor of Applied Science in Cyber-Physical Systems Engineering Technology, which is an industry control cybersecurity program that focuses on operational technology cybersecurity. BSU's baccalaureate program is focused on cyber operations in dealing with security issues. All three universities also offer a Bachelor of Science in Computer Science. There are currently no similar Master's level programs being offered. Both BSU and the U of I have plans to bring forward a Master's level Cybersecurity program in the future. Staff notes that BSU has recently submitted a proposal for their Master of Science in Cybersecurity, which will come before the Board at next meeting, and the U of I has a Master of Science in Cybersecurity projected for summer 2022.

Industry support was obtained from Idaho National Laboratory; State of Idaho, Information Technology Services; Ursus Security, LLC; Johnny Security Seed, LLC; and MUFG Union Bank, N.A.

BSU also requests approval to assess an online program fee of \$350 per credit for the Bachelor's program consisting of 120 credits, which amounts to \$42,000; and \$525 per credit for the Master's program consisting of 30 credits, which totals \$15,750. Based on the information for the online program fee provided in the proposal, staff finds that the criteria have been met for this program.

The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs (CAAP) on February 4, 2021; and to

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS FEBRUARY 18, 2021

the Instruction, Research, and Student Affairs (IRSA), and Business Affairs and Human Resources (BAHR) Committees on February 5, 2021.

Board staff recommends approval.

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I move to approve the request by Boise State University to create an online Bachelor of Science and Master of Science in Cyber Operations and Resilience, as presented in Attachments 1 and 2.

Moved by	Seconded by	_ Carried Yes	_ No
AND			
program fee of \$350 p	e request by Boise State per credit for the Bachelor formance with the program	of Science in Cybe	r Operations
Moved by	Seconded by	_ Carried Yes	_ No
AND			
program fee of \$525 pe	e request by Boise State er credit for the Master of Stance with the program but	Science in Cyber Op	erations and
Moved by	Seconded by	Carried Yes	No

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Institutional Tracking No.	
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Idaho State Board of Education

Proposal for Academic Degree and Certificate Program

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Date of Proposal Submission:	Date of Proposal Submission: December 2020					
Institution Submitting Proposal:	Boise State	University				
Name of College, School, or Division:	College of E	ingineering				
Name of Department(s) or Area(s):	Department	of Electrical a	nd Com	puter Enginee	ring	
Official Name of the Program:	Bachelor of	Science in Cy	ber Ope	erations and Re	esilie	ence
Implementation Date:	Fall 2021					
Degree Information:	Degree Leve	el: Bachelor		Degree Type	е: Ва	achelor of Science
CIP code (consult IR /Registrar):	43.0404					
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	100% online	•				
Geographical Delivery:	Location(s)	Boise		Region(s)	Ш	
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)	Self-Suppo	ort fee	Pr	rofessional Fee	X	Online Program Fee
Indicate (X) if the program is: (Consistent with Board Policy III.Z.)	Regional Responsibility Statewide Responsibility				ity	
Indicate whether this request is either X New Degree Program	of the follow	ving:	Consolic	dation of Existing	g Pro	gram
Undergraduate/Graduate Certificates (3	0 credits or mo	re)	New Off	f-Campus Instruc	ctiona	al Program
Expansion of Existing Program			Other (i.	e., Contract Pro	gram	n/Collaborative
Docusigned by: John S. Reyhog 11/24/2020	10:07 AM F	- PST				
F185AC5C8E924E2 ,)n)	Date	Vice Preapplicable		or Research (In	stitut	tion; as Date Jan 8, 2021
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Before completing this form, refer to Board Policy Section III.G., Postsecondary Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program. <u>All</u> questions must be answered.

Rationale for Creation or Modification of the Program

1. Describe the request and give an overview of the changes that will result. What type of substantive change are you requesting? Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace. If this is an Associate degree, please describe transferability.

Boise State University proposes the creation of a wholly online program that will award a Bachelor of Science in Cyber Operations and Resilience. The proposed program will operate under the guidelines of SBOE Policy V.R. as it pertains to wholly online programs.

Cyber Operations and Resilience (CORe) is an asynchronous online program that prepares students to anticipate, detect, mitigate, and manage cyber, physical, and interdependencies infrastructure threats. CORe is to prepare learners to think in systems and how resilience can be achieved. It is not only cybersecurity. It is not just cyber and physical. It is also about interdependencies infrastructure for cyber and physical to operate. It is how everything is interrelated and how strengthening the dependency can lead to a more resilience system. CORe is designed around the realities of today's cyber and physical landscape: it's not if a security (cyber and/or physical and/or interdependencies) breach will occur, it's a matter of when. A resilient system will be able to be restored and bounced back timely and orderly. Businesses, while maintaining a secure posture, are investing in people, processes, and technology to ensure operational continuity under adverse conditions, such as from cyber attacks, physical attacks, insider threats, malfunctioning equipment/software or failure of infrastructures.

The unique scaffolding of this program (it is designed as a stackable degree program) along with the emerging importance of cyber and physical resilience prepares students with the knowledge, skills, and expertise needed for maintaining the operational effectiveness of complex business, academic, and government information and physical systems. This new degree utilizes and stacks our existing undergraduate certificates, including Cyber Physical Systems (as optional electives) and Cyber Operations (required) into the degree plan. Moreover, the degree has the flexibility for students to stack related industry certifications, existing minor and certificates, and dual-listed courses, prior learning, internships, and experiential learning. This program will be ideal for traditional students, non-traditional students, community college transfer students, and other transfer students. The program has a large number of elective credit hours to accommodate needs and wants of any students.

A holistic system level thinking approach is at the heart of the CORe program. The asynchronous online curriculum provides for a number of achievement modalities:

- 1. Pathways for high school students, community college graduates, and working professionals with an undergraduate degree in any field.
- 2. Stackable certification pathways for learners to achieve career alignment without the need for long-term program commitments.
- 3. A curriculum that awards experiential learning credits in affordable manner.
- 4. Accelerated BS/MS curriculum for learners looking to achieve maximum career opportunity in the shortest time frame possible.

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- 2. Need for the Program. Describe evidence of the student, regional, and statewide needs that will be addressed by this proposal to include student clientele to be served and address the ways in which the proposed program will meet those needs.
 - a. Workforce and economic need: Provide verification of state workforce needs that will be met by this program. Include job titles and cite the data source. Describe how the proposed program will stimulate the state economy by advancing the field, providing research results, etc.

The proposed program will stimulate the state economy by training top notch workforce that can work for any companies operating at any physical locations. This online program will provide the learning opportunities to anyone in Idaho to be trained as a security professional.

The proposed BS in Cyber Operations and Resilience degree is intended to be part of a statewide collaboration between eight colleges/universities to meet the growing workforce demand for cyber-related education. Boise State's proposed online program is ideal for anyone interested in this field.

Job posting data from 2018-2020, collected using EMSI Analyst, indicates 452 Cyber-related job postings in Idaho required or preferred a graduate credential. The primary market is local and regional, i.e., Idaho + 10 western states. From 2018 - 2020, approximately 21,000 cyber-related job postings indicated a graduate-level credential. Military personnel are a subset of the primary market. A larger and more competitive secondary market is a national and international audience.

Identifying job titles for the proposed program or any cyber operations and resilience program is very difficult and can never encompass the types of jobs people with a cyber operations and resilience education can pursue. Therefore, we have chosen the following job titles:

- Computer and Information Analysts SOC Code 15-1210
- Information Security Analysts SOC Code 15-1212

2019 National Employm Title and Code	Emplo	yment	Job Openings Due to Growth and	
		2019	2029	Replacement Needs 2019-2029
Computer and Information Analysts	15-1210	763.4	850.8	87.5
Information Security Analysts	15-1212	131.0	171.9	40.9
TOTAL				128.4

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2018-2028 Idaho Long Te Employment Projections	Emplo	yment	Job Openings Due to Growth and		
		2018	2028	Replacement Needs 2018-2028	
Computer Systems Analyst	15-1121	1,591	1,740	149	
Information Security Analysts	15-1122	408	456	48	
TOTAL				197	

b. Student demand. What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Provide evidence of student demand/ interest from inside and outside of the institution.

<u>Career Starter</u> - a student who just completed a high school education, a student who just completed high school with courses in cyber career and technical education, a student who already completed an associate's degree. A student who may be employed, underemployed, or unemployed.

<u>Career Advancer</u> - typically a nontraditional student who is currently employed in an entry or mid-level position, looking to move into senior-level position but needs a degree and specific skill sets.

<u>Degree Finisher</u> - typically a nontraditional student who has made some progress toward an associate or bachelor's degree in a related field and wants to complete a degree. This often includes military students and/or those employed in technical professions but want to transition into managerial positions.

<u>Career Changer</u> - employed in a field other than cyber but wants to shift to a cyber career and needs a bachelor's degree. This may include those with a bachelor's degree (e.g., biology, history, finance, etc.).

c. Societal Need: Describe additional societal benefits and cultural benefits of the program.

A recent study by Cybersecurity Ventures¹, a respected publisher of cybersecurity content, predicts that 3.5 million cybersecurity jobs around the world will be unfilled by 2021. In the United States, the demand for professionals with cybersecurity expertise is outpacing all other occupations². These reports, along with many others, underpin the need for increasing workforce development initiatives founded in cybersecurity principles. The workforce shortage is across all cybersecurity domains, yet our adversaries are always advancing, always probing for vulnerabilities in corporate enterprise systems, critical infrastructure systems, and vital national security systems.

To combat this persistent threat, which is a 24/7 operation, we need all hands on deck. It is important to ensure students are positioned to fully support the cyber world; people are

4

¹ https://cybersecurityventures.com/jobs/

² https://www.nist.gov/news-events/news/2018/11/new-data-show-demand-cybersecurity-professionals-accelerating

Student demand is tied to the high number of job openings in the region, and nation, as well as looking at the number of students graduating from cyber-related program. The gCORE program expects that a growing number of students with a cyber-related background will be attracted to the program because of the vast employment opportunities that exist within the field.

According to Cyberseek (www.cyberseek.org, January 5, 2021), there are 1,597 cyber job openings in Idaho. There are 23,531 cyber jobs in Idaho and surrounding states (Washington, Oregon, Nevada, Utah, Wyoming, and Montana). Some of these job openings have been difficult to fill as the graduates are not trained in the right skill sets. The need to fill these positions is a large part of why we designed the BS and MS in Cyber Operations and Resilience degrees (uCORe and gCORe) and the gCORE certificates. The curriculums have been designed to prepare the graduates for short-term and long-term learning outcomes.

According to the program feasibility research, from February 2018- April 2020, 466 job postings in Idaho required a credential in a field related to cybersecurity. Of which, 116 jobs either prefer or require an advanced degree (i.e., post-baccalaureate) which the gCORE certificates can provide (in addition to the MS degree).

The program feasibility research identified the regional workforce demand (Alaska, Arizona, California, Hawaii, Idaho, Montana, Nevada, Oregon, Utah, Washington and Wyoming) as 22,532 total jobs posted that required a credential in a field related to cybersecurity (February 2018- April 2020). Of which, 3,308 jobs either prefer or require an advanced degree (i.e., post-baccalaureate). California and Washington states dominate the job market. The average salary is estimated at \$100.1K.

Additionally, research for the national workforce demand, identified 130,322 total jobs posted that required a credential in a field related to cybersecurity (February 2018- April 2020). Of which, 19,223 jobs either prefer or require an advanced degree (i.e., post-baccalaureate). California and Washington states dominate the job market. The average salary is estimated at \$95.1K.

In addition to the vast job opportunities that we anticipate will attract students to the program, the current the undergraduate Cyber Operations certificate that was started as part of the effort funded by Idaho Workforce Development Council, already has 30 students enrolled (new program as of August 2020).

As part of the program feasibility study, completion data for both undergraduate and graduate degree programs for the western US state region was analyzed (Alaska, Arizona, California, Hawaii, Idaho, Montana, Nevada, Oregon, Utah, Washington, and Wyoming), which indicate a growth in enrollment.

Regional <u>undergraduate degree completions</u> in cyber-related programs 2016 - 1,030

2017 - 1,134 = 10% year over year growth in regional degree completions

2018 - 1,164 = 2.6% year over year growth in regional degree completions

2019 - 2,630 = 125% year over year growth in regional degree completions

The increase year over year of undergraduate students in cyber-related programs indicates that increasing number of students will likely pursue advanced educational opportunities to increase their employability, salary potential, advance their careers, and grow their skills and knowledge in the field.

Regional graduate degree completions in cyber-related programs

2016 - 527

2017 - 688 = 30.5% year over year growth in regional degree completions

2018 - 807 = 17% year over year growth in regional degree completions

2019 - 1,100 = 36% year over year growth in regional degree completions

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS ATTACHMENT 1

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needed with different perspectives, approaches, ways of thinking, and methods to solve the cyber challenges our society is facing and will face. This need is especially pressing when assessing the current and future digital landscape — a tireless and ever expanding connectivity supported by societal needs and economic development, yet compromised by the common criminal to nation-state sponsored criminal activity.

At the center of this program is getting learners to think differently and understanding how a resilient system and network can be built for the society to be more resilient. With the upcoming wide deployment of 5G network, it is even more important that we have a program that is a societal need. Also, how we educate learners that are able to protect our critical infrastructure and our homes with resiliency in mind.

program that is a societal need. Also, how we educate learners that are able to protect ou critical infrastructure and our homes with resiliency in mind. 3. Program Prioritization Is the proposed new program a result of program prioritization?

If yes, how does the proposed program fit within the recommended actions of the most recent program prioritization findings.

4. Credit for Prior Learning

Yes No X

Indicate from the various cross walks where credit for prior learning will be available. If no PLA has been identified for this program, enter 'Not Applicable'.

This program is interested in providing opportunities for credit for prior learning. As the program begins to scale, it will evaluate how credit for prior learning can be awarded. If a student has earned industry certifications, the program can award credits for certifications.

5. Affordability Opportunities

Describe any program-specific steps taken to maximize affordability, such as: textbook options (e.g., Open Educational Resources), online delivery methods, reduced fees, compressed course scheduling, etc. This question applies to certificates, undergraduate, graduate programs alike.

Boise State University will offer this program at a very market competitive rate of \$350 per credit hour. This program has been designed to be able to accommodate all of 60 credit hours transfer from state and community colleges. If a student has earned industry certifications, the program can award credits for certifications. Students will also be able to earn internships credits, and earn prior learning credits and experiential learning credits, thus, reducing the total cost of their education.

Enrollments and Graduates

6. Existing similar programs at Idaho Public Institutions. Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions for the most past four years.

Cyber education programs can be classified in three categories: (1) Cyber awareness program for everyone, (2) cyber for STEM where STEM majors learn how to design and code with security in mind, (3) cyber operations for dealing with security issues 24/7. This degree is in category (3).

5

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS DocuSign Envelope ID: F1B13D98-9F7F-4D55-B24B-1541DFA5 FERRUARY 18, 2021 ATTACHMENT 1

At Boise State University, there is currently no similar program. Currently, there is no such program across Idaho. University of Idaho's new BS in Cybersecurity is a Computer Science based degree. It is to teach how to program securely. The Idaho State University's BAS Cyber-Physical Systems Engineering Technology degree, which launched in Fall 2020, is an industry control cybersecurity program. This degree concentrates on operational technology cybersecurity.

The proposed BS in Cyber Operations and Resilience is focused on cyber operations. It is to meet the needs of any organizations, from local governments, counties governments, state governments, national security, and private entities.

Instit.	Program Name	Fall Headcount Enrollment in Program					Number of Graduates From Program (Summer, Fall, Spring)			
		Fall 2017	Fall 2018	Fall 2019	Fall 2020	FY17	FY18	FY19	FY2020	
BSU	BS in Computer Science	706	710	684	698	69	98	98	111	
ISU	BS in Computer Science	175	185	176	175	17	15	23	22	
U of I	BS in Cybersecurity	n/a	n/a	n/a	Not available	n/a	n/a	n/a	n/a	
U of I	BS in Computer Science	284	278	268	Not available	22	32	27	30	

7. **Justification for Duplication** (if applicable). If the proposed program is similar to another program offered by an Idaho public higher education institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

The proposed program is different from the Idaho State University's Cyber-Physical System Engineering Technology (UG) program and the University of Idaho's Cybersecurity (UG) program because the proposed program instructs and produces cybersecurity professionals focused on operational thinking, tools, methodologies, and efficiencies, as well as ensuring system resiliency for maximum risk reduction coverage using risk appropriate costs. The goal of the CORe curriculum is to prepare learners to view and think of systems as holistic models while determining how resiliency can be achieved. CORe presents the interdependencies infrastructure has between cyber and physical in order to achieve operational effectiveness. In short, CORe is about how everything is interrelated and how strengthening the bonds of dependency can lead to a more resilient system/network/society.

8. Projections for proposed program: Using the chart below, provide projected enrollments and number of graduates for the proposed program:

Proposed Program: Projected Enrollments and Graduates First Five Years

Program Name: BS in Cyber Operations and Resilience											
Projected Fall Term Headcount Enrollment in Program				Projected Annual Number of Graduates From Program							
FY22 (first year)	FY23	FY24	FY25	FY26		FY22 (first year)	FY23	FY24	FY25	FY26	
20	58	93	107	116		0	9	29	42	47	

9. Describe the methodology for determining enrollment and graduation projections. Refer to information provided in Question #2 "Need for the Program" above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

The program's size will be scaled to demand for the program. The numbers in the table above reflect a reasonable and attainable scaling up of the program.

Marketing and recruitment efforts will include a digital marketing campaign, a web landing page, request for information form and a full program website with details regarding the key program assets, curriculum plan, and costs. In addition, a comprehensive communication plan will be implemented to attract and nurture interested students. Strategic, personalized communications will engage and support students throughout the recruitment life cycle. Our coaching approach to student services will support online students and maintain their connection to Boise State through graduation.

10. Minimum Enrollments and Graduates.

a. What are the minimums that the program will need to meet in order to be continued, and what is the logical basis for those minimums?

Because the program will be utilizing the online fee model, it is best to put minimum enrollment in terms of course registrations, which are what translate to revenue. Based on estimated expenses for instruction and for support personnel expenses, estimate the minimum number of course registrations to achieve breakeven is:

- Year 1: Annual credits 405, Annual FTEs 13.50
- Year 2: Annual credits 943, Annual FTEs 31.43
- Year 3: Annual credits 1,519, Annual FTEs 50.62
- Year 4: Annual credits 1,748, Annual FTEs 58.26
- Year 5: Annual credits 1,876, Annual FTEs 62.53

If enrollments do not meet expectations, expenses will adjust to reflect actual activity. The program's financial sustainability will be evaluated at least annually.

b. If those minimums are not met, what is the sunset clause by which the program will be considered for discontinuance?

Programs operating under the online program fee model at Boise State University are expected to be fiscally sustainable. If enrollments do not meet expectations, expenses will

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS DocuSign Envelope ID: F1B13D98-9F7F-4D55-B24B-1541DFA5 FEBRUARY 18, 2021 ATTACHMENT 1

be adjusted to reflect actual activity. The program's financial sustainability will be evaluated at least annually. If it is determined to be fiscally unsustainable in the long term, it will be discontinued.

11. Assurance of Quality. Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation. The following measures will ensure the high quality of the new program:

<u>Regional Institutional Accreditation</u>: Boise State University is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). Regional accreditation of the university has been continuous since initial accreditation was conferred in 1941. Boise State University is currently accredited at all degree levels (A, B, M, D).

<u>Program Review:</u> Boise State has instituted a new program review procedure. At the inception of new programs, the programs will submit to the Office of the Provost a three-year assessment plan to be scheduled into the Periodic Review/Assessment Reporting Cycle. The plan includes program learning outcomes; and an implementation plan with a timeline identifying when and what will be assessed, how the programs will gather assessment data, and how the program will use that information to make improvements. Then, every three years, the programs will provide Program Assessment Reports (PAR), which will be reviewed by a small team of faculty and staff using a PAR Rubric, which includes feedback, next steps, and a follow-up report with a summary of actions.

<u>Program Development Support:</u> The online B.S. in Cyber Operations and Resilience is one of several that are being created via the eCampus Expansion Initiative at Boise State University. Boise State's online program development process uses a facilitated program design process to assist program faculty members in the creation of an intentional, cohesive course progression with tightly aligned course and program outcomes. A multi-expert development team, which includes an instructional designer, multimedia specialist, and quality assurance, works collaboratively with the faculty member. One master version of each course is developed for a consistent look and feel of courses across the program; the master course utilizes a professionally created common template aligned with nationally Quality Matters course design standards.

Academic Integrity: Academic integrity is vital to the mission of Boise State University and encompasses the totality of academic rigor, ethical behavior, intellectual curiosity, appropriate teamwork, and persistence. All assignments submitted by a student must represent his/her own ideas, concepts, and current understanding or must cite the original source. Boise State proactively supports academic integrity by providing training, maintaining a website dedicated to academic integrity, providing tools such as pedagogical strategies, workshops, and tips for designing tests, as well as establishing policies and procedures for students who violate the academic integrity policy within the Student Code of Conduct. For this new online program, we will use the following strategies to encourage academic integrity:

- During the design and development of the curriculum and assessment of each course, instructors will be informed by staff of Boise State's eCampus Center about best practices for online course design based on Quality Matters ™ and best practice strategies to promote academic integrity in online education based on WCET's recommendations (Version 2.0, June 2009)
- Through the program development process, course production, course launch support provided by the eCampus Center, and other means, instructors will be reminded about the importance of academic integrity and encouraged to report and act upon suspected

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violations.

- Academic integrity will be addressed within online student orientation. Programs may require online students to complete the university's Academic Integrity Online Workshop.
- At the beginning of each course, the instructor will communicate expectations regarding academic integrity to students in the syllabus and verbally and may require completion of the university's Academic Integrity Online Workshop.

<u>Student Authentication:</u> Because the proposed program will be offered entirely online, it is important to include mechanisms by which we authenticate the identity of students enrolled in the program. We will use the following mechanisms:

- During the admissions process, the university will confirm required official transcripts and other documentation required for admission into the program.
- Associated with access to and use of our Learning Management System, a secure log-in environment will be provided and students will be required to use strong passwords and change them every 90 days.
- When high-stakes exams are required, faculty will be encouraged to utilize remote or online proctoring services when appropriate. In those instances, students will need to provide valid photo identification before gaining access to the graded assessments or other required activities.
- Instructors will utilize Canvas's Turnitin plagiarism detection program when appropriate.
- Instructors are expected to be informed of and aware of the importance of student identity authentication and to report and act upon suspected violations.
- 12. In accordance with Board Policy III.G., an external peer review is required for any new doctoral program. Attach the peer review report as Appendix A.

N/A

13.	Teacher Education/Certification Programs All Educator Preparation programs that lead to
	certification require review and recommendation from the Professional Standards Commission
	(PSC) prior to consideration and approval of the program by the State Board of Education.

Will this	program	lead to	certification?
Yes_	No_	_X	

If yes, on what date was the Program Approval for Certification Request submitted to the Professional Standards Commission?

14. Three-Year Plan: If this is a new proposed program, is it on your institution's approved 3-year plan?

Yes	Χ	No	
		-	

If yes, proceed to question 15. If no:

a. Which of the following statements address the reason for adding this program outside of the regular three-year planning process.

Indicate (X) by each applicable statement:

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DocuSign Envelope ID: F1B13D98-9F7	F-4D55-B24B-	-1541DFA5 FFBRI	UARY 18, 2021	ATTACHMENT 1

Program is important for meeting your institution's regional or statewide program responsibilities.
The program is in response to a specific industry need or workforce opportunity.
The program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
There is a contractual obligation or partnership opportunity related to this program.
The program is in response to accreditation requirements or recommendations.
The program is in response to recent changes to teacher certification/endorsement requirements.

b. Provide an explanation for all statements you selected.

Educational Offerings: Curriculum, Intended Learning Outcomes, and Assessment <u>Plan</u>

- 15. Curriculum. Provide descriptive information of the educational offering.
 - a. Summary of requirements. Provide a summary of program requirements using the following table.

Credit hours in required courses offered by the department(s) offering the program.	36-43
Credit hours in required courses offered by other	
departments:	
Credit hours in institutional general education curriculum	37-38
Credit hours in free electives	39-47
Total credit hours required for degree program:	120

b. Curriculum. Provide the curriculum for the program, including credits to completion, courses by title and assigned academic credit granted.

B.S. Degree Completion in Cyber CORe	Credits
University Foundations	37-38
University Foundations requirements indicated in bold. See page	
48 for details and lists of approved courses.	
UF 100 Foundations of Intellectual Life	3
UF 200 Foundations of Ethics and Diversity	3
FW ENGL 101 Writing and Rhetoric I	3
FW ENGL 102 Writing and Rhetoric II	3
FC Foundations of Oral Communication	3
FM Foundations of Mathematics course (MATH 254 Intro to	
Statistics)	3-4

TAB 6 Page 12 **IRSA**

ENE LE CNE LE DE LE CALELLE	
FN Foundations of Natural, Physical, & Applied Sciences course with lab	4
FN Foundations of Natural, Physical, & Applied Sciences course in	4
a second field	3
FA Foundations of Arts course	3
FH Foundations of Humanities course	3
FS Foundations of Social Sciences course	3
FS Foundations of Social Sciences course in a second field	3
Required Courses	27
CPS 301 Information Assurance and Critical Thinking (Cyber Ops	
Cert)	3
CPS 401 Defensive Security (Cyber Ops Cert)	3
CPS 402 Offensive Security (Cyber Ops Cert)	3
CPS 403 Recovery and Forensics (Cyber Ops Cert)	3
CPS 412 Foundational Essential for IT Cyber Security Practitioner	
(CompTIA Security+) (Cyber Ops Cert)	3
CPS 411 Networking (CompTIA Network+)	3
CORE 405 Cyber Project Management and Design	3
CORE 470 Cyber Risk Management (Governance)	3
CORE 400 Cyber Systems Thinking (Essential and CORe	
Masters)	3
Choose at least 3 Courses (Cyber Essentials)	3
CORE 421 Cyber Business and Regulatory Operations	
(Essentials)	1
CORE 413 Internet of Things Architecture (Essentials)	1
CORE 420 Cyber Security Operations Center (Essentials)	1
CORE 401 Cyber Risk Assessment (Essentials)	1
CORE 422 Cyber Red and Blue Teams (Essentials)	1
CORE 411 Artificial Intelligence & Machine Learning (Essentials)	1
CORE 410 Applied Cyber Security Programming	1
Choose at least 1 Course (Cyber Depth)	3
CORE 450 Cyber Threat Intelligence (Threat Intelligence)	3
CORE 460 Cyber Resilience Systems Design (Resilience Analyst)	3
Finishing Foundation (FF)	3
FF CORE 480 Cyber Capstone	3
Electives	39-47
Electives to total 120 credits	
Total	120

c. Additional requirements. Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.

There will be a 3-credit capstone experience course, which will fulfill the finishing foundations requirements of the University. The brief description of this capstone course is:

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS DocuSign Envelope ID: F1B13D98-9F7F-4D55-B24B-1541DFA5FEBRUARY 18, 2021 ATTACHMENT 1

CORE 480 Cyber Capstone Capstone design experience integrating previous coursework with cyber operations and resilience design theory and methodology. Prereq: CORE 405, CORE 470, CPS 301.

16. Learning Outcomes: Expected Student Learning Outcomes and Connection to Curriculum.

- a. Intended Learning Outcomes. List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what students will know, understand, and be able to do, and value or appreciate as a result of completing the program.
 - Recognize the correct fundamentals of cyber operations, resilience, risk assessment, and information assurance to both cyber-physical and information systems.
 - Make decisions based on the ethics, laws, policies, and governance of the cyber security field.
 - Practice acceptable tactics, techniques, and procedures necessary to enhance cyberphysical and informational security operations and resiliency.
 - Recognize industry acceptable cyber security model to secure, inform, involve, and educate stakeholders in security/ resilience operations and strategies.
 - Continuously evaluate and monitor the operational and resilient maturity of an entity.
 - Analyze operation and resiliency policies, metrics, testing and security solutions for an entity using both rigorous risk assessment and threat intelligence people, processes, tools and measures

17. Assessment plans.

a. Assessment Process. Describe the assessment plan for student learning outcomes that will be used to evaluate student achievement and how the results will be used to improve the program.

The B.S. in Cyber Operations and Resilience degree program will follow a systematic assessment and improvement process in which multiple approaches will be used, not only to measure student attainment of program outcomes, but to also inform programmatic improvements. The learning outcomes are mapped to courses that provide relevant content. Student work in these courses that address specific outcomes is collected and evaluated by program faculty. The outcomes are assessed on a three-year cycle with data for all outcomes collected each year, and then the results are analyzed every three years. For each outcome, student work across the program is reviewed in a comprehensive review of student work. A group of three faculty members and instructors review the overall attainment of the outcome based on the evidence collected. As part of the review, recommendations for improvement to the program are outlined. All faculty then review these results and make suggestions/changes to improve this process in a program of continuous improvement. Evaluation results inform programmatic, pedagogical, and curricular improvements.

The key knowledge unit as defined by the National Initiative for Cyber Security Education (NICE) Cybersecurity Workforce Framework, NSA CAE, and UK Cyber Security Body of Knowledge (CyBok) will also be mapped to all the courses. This will ensure we are teaching the most important skill sets and critical thinking.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS DocuSign Envelope ID: F1B13D98-9F7F-4D55-B24B-1541DFA5EEBRUARY 18, 2021 ATTACHMENT 1

Resources Required for Implementation – fiscal impact and budget.

Organizational arrangements required within the institution to accommodate the change including administrative, staff, and faculty hires, facilities, student services, library; etc.

- **18. Physical Facilities and Equipment:** Describe the provision for physical facilities and equipment.
 - **a.** Existing resources. Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

No impact. Since this is a cyber-focused program, the hands-on activities can either be carried out using student's computers or using cloud computing services.

b. Impact of new program. What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

No impact is anticipated.

c. Needed resources. List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

N/A

- **19. Library and Information Resources:** Describe adequacy and availability of library and information resources.
 - a. Existing resources and impact of new program. Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

No impact is anticipated.

b. Needed resources. What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

No impact. We have ACM and IEEE subscriptions. Most publications are online and we can get access to those publicly available resources.

20. Faculty/Personnel resources

a. Needed resources. Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS DocuSign Envelope ID: F1B13D98-9F7F-4D55-B24B-1541DFA5 FFBRUARY 18, 2021 ATTACHMENT 1

The program will fund new adjunct/lecturer instruction to cover the additional instruction credit required by the program:

Yr 1- 25.50 instruction credits, 1.06 FTE Yr 2- 48.50 instruction credits, 2.02 FTE Yr 3- 90.00 instruction credits, 3.75 FTE Yr 4- 90.00 instruction credits, 3.75 FTE Yr 5- 90.00 instruction credits, 3.75 FTE

At maturity, the program will offer a combined total of 34 sections of new courses of which 31 sections will be in cross listed courses with the proposed Master of Science in Cyber Operations and Resilience.

The program will fund a 0.50 FTE program coordinator in years 1, 2 & 3 and convert to a 1.00 FTE program coordinator starting year 4. The program will fund a 0.25 FTE administrative assistant in years 2 & 3 and convert to a 0.50 FTE administrative assistant starting year 4.

b. Existing resources. Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

Over the first 4 years of the program, the program will fund partial FTEs of Dr. Sin Ming Loo, a current professor in the Department of Electrical and Computer Engineering:

Yr 1- 0.10 FTE Yr 2- 0.10 FTE Yr 3- 0.08 FTE Yr 4- 0.05 FTE

Dr. Sin Ming Loo will provide course content and work with the program coordinator to oversee the program.

c. Impact on existing programs. What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

Because the program will fund instruction and administrative support, it is anticipated that limited instructional and administrative support resources from existing programs will be used for the proposed program. There will be a minimal impact on resources available for existing programs.

d. Needed resources. List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

The following positions will be hired for the program:

- Adjunct Instruction
- Program Coordinator
- Administrative Assistant

Expenses for these positions are included in the program budget sheet.

21. Revenue Sources

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS ATTACHMENT 1

DocuSign Envelope ID: F1B13D98-9F7F-4D55-B24B-1541DFA5FEBRUARY 18, 2021 ATTACHMENT 1

a) **Reallocation of funds:** If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

N/A

b) **New appropriation**. If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

No new appropriation will be required.

c) Non-ongoing sources:

i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends?

The 0.50 FTE Program Coordinator will be funded for one year (January 2021-December 2021) by the Boise State Online Innovation Fund. This fund is funded by online fee revenue and acts as seed funding for online academic programs, online course development stipends to faculty, open education resource grants and eventually innovation grants.

When startup funding is exhausted, it is anticipated that program student fee revenue will cover the cost of the program coordinator.

ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds?

Starting at program launch (Fall 2021) through Fall 2022, the course instruction expenses will be funded by an Idaho Workforce Development Grant.

When startup funding is exhausted, it is anticipated that program student fee revenue will cover the cost of instruction of the program courses.

d) Student Fees:

i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.

N/A

 Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

The student fee will be in accordance with the Online Program Fee as defined in the Board Policy V.R., 3.a.x. That policy enables the institution to set a price-point appropriate for the program; students will pay an online program fee in lieu of tuition. The price-point for the online program fee will be as follows: \$350 per credit. For the 120 credits required for completion of the proposed program, the total cost will be \$42,000.

We project that by the fourth year of the program, it will generate 1,922 SCH, which

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will yield a total revenue of \$672,847.

- **22.** Using the excel <u>budget template</u> provided by the Office of the State Board of Education, provide the following information:
 - Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program.
 - Include reallocation of existing personnel and resources and anticipated or requested new resources.
 - Second and third year estimates should be in constant dollars.
 - Amounts should reconcile subsequent pages where budget explanations are provided.
 - If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
 - Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

. TENNED STODEN ENNOCHMENT	Ē	FY 2022	F	FY 2023	Ĕ	2024	Ā	2025	Ē	2026
	Ħ	Headcoun	畕	Headcount	Ħ	Headcount	FTE	Headcount	FIE	Headcount
A. New enrollments	12.2	27	30.2	59	51.3	98	57.7	26	63.6	104
B. Shifting enrollments	1.4	ю	3.4	7	5.7	10	6.4	10	7.1	12
Total Enrollment	13.5	30	33.6	99	57.0	96	64.1	104	7.0.7	115
Student Credit Hours Generated	405		1,007		1,710		1,922		2,121	
II. REVENUE	Ē	FY 2022	Ā	FY 2023	Ē	FY 2024	Ē	2025	Ĕ	2026
	On-going	One-time								
1. New Appropriated Funding Request										
2. Institution Funds 3. Federal		\$44,978								
New Tuition Revenues from Increased Enrollments										
5. Student Fees		\$141,750		\$352,307		\$598,480		\$672,847		\$742,522
6. Other (i.e., Gifts)		\$30,575		\$18,763						
Total Revenue	\$0	\$217,303	\$0	\$371,069	\$0	\$598,480	\$0	\$672,847	\$0	\$742,522

Ongoing is defined as ongoing operating budget for the program which will become part of the base.

One-time is defined as one-time funding in a fiscal year and not part of the base.

Budget Notes:

I.A, B. Calculation of FTE and headcount as follows:

>1 FTE = 30 credits

>Headcount determined as the distinct number of students in the program that year.

>Assume that 90% of the enrollments will be new enrollments and 10% will be shifting enrollments.

>Assume 25% attrition from 1st to 2nd semester, then 3% attrition every semester. No attrition from 2nd to last semester to last semester.

The University will sponsor the program coordinator for 1 year using funds from the Boise State Online Innovation Fund. 1.2

Student Fee revenue calculated as Student Credit Hours * \$350 per credit.

\$350 calculated as estimate of 2021-2022 per credit rate.

To be conservative, assume in calculations that per-credit fee does not increase over time to align with the amount charged to traditional resident students.

An Idaho Workforce Development Council grant will fund instruction of CPS courses through Fall of 2022.

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III. EXPENDITURES	Ē	2022	Ē	2023	£	2024	Ē	2025	Ē	2026
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs										
1. FTE		1.81		2.77		4.50		5.25	İ	5.25
2. Faculty										
3. Adjunct Faculty		\$43,350		\$84,924		\$162,180		\$166,770		\$171,360
4. Graduate/Undergrad Assistants							ĺ	j	İ	
5. Research Personnel										
6. Directors/Administrators		\$60,550		\$45,275		\$43,919		\$76,927		\$73,158
7. Administrative Support Personnel		\$0		\$8,498		\$8,752		\$18,030		\$18,571
8. Fringe Benefits		\$26,199		\$28,839		\$35,528		\$53,087	İ	\$52,263
9. Other: Teaching Assistants				\$4,808		\$9,615		\$9,615	ĺ	\$9,615
Total Personnel and Costs	\$0	\$130,098	\$0	\$172,342	\$0	\$259,995	0\$	\$324,430	0\$	\$324,968
Budget Notes (continued) III.A.3 Adjunct FTE: Calculated using (Credit hour load)/24 III.A.6 Administrator: Program Coordinator (0.5 FTE in years 4+). Additional expense included in year 1 to reflect anticipated Jan 2021 start date. Institutions	(Credit hour k ator (0.5 FTE	load)/24 E in years 1,2,3	, 1.0 FTE in y	ears 4+). Addit	ional expense	included in ye	ar 1 to reflect	anticipated Jan	2021 start da	te. Institutions
Tunds will that position Jan-Dec 2U21 III.A.7 Administrative Support. Administrative Assistant (0.25 FTE in years 2 & 3, 0.50 FTE in years 4+) III.A.8 Benefits calculated at staff fringe rate of \$11,650+(annual wage*20.47%) professional staff and \$11,650+(annual wage*21.57%) classified staff III.A.9 Other: Teaching Assistants hired to support high enrollment courses starting year 2	strative Assist fe rate of \$1' of to support	ant (0.25 FTE 1,650+(annual high enrollmen	in years 2 & 3 wage*20.479 t courses star	, 0.50 FTE in y 6) professional ting year 2	/ears 4+) staff and \$11	,650+(annual	wage*21.57%)	classified staff		
	Ā	2022	Ē	2023	Ē	2024	Ē	2025	Ā	2026
B. Operating Expenditures	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Travel										
2. Marketing and Promotion										
3. Other Services							j		j	
4. Communications							ĺ	j	j	
Materials and Supplies										
6. Rentals							j		j	
7. Materials & Goods for Manufacture & Resale									j	
8. Miscellaneous - Computer Hardware/Software		\$2,500		\$2,500		\$2,500	j	\$2,500	j	\$2,500
Total Operating Expenditures	\$0	\$2,500	\$0	\$2,500	\$0	\$2,500	\$0	\$2,500	0\$	\$2,500
Budget Notes (continued): III.B.8 Miscellaneous: Computer hardware/softwar	vare/software									

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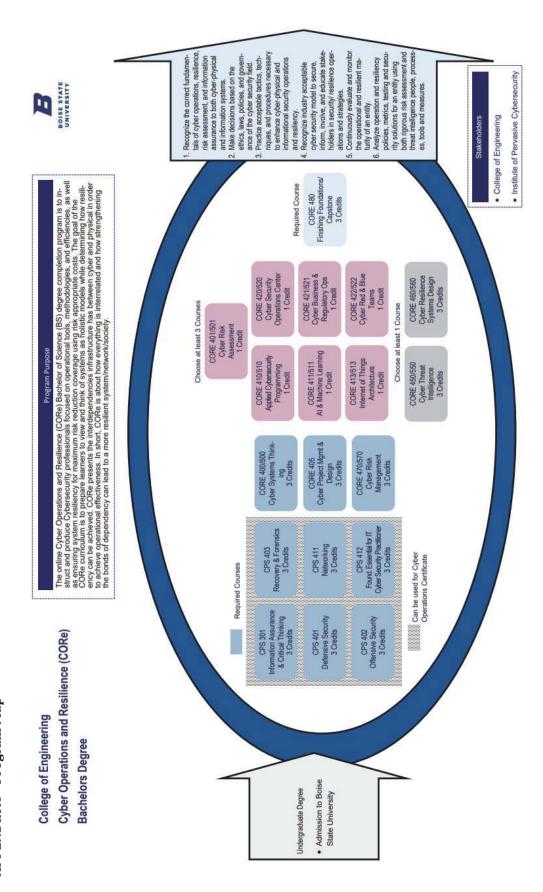
	Ā	FY 2022	£	2023	Ŧ	2024	Ā	2025	Ŧ	2026
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay										
Library Resources Equipment										
Total Capital Outlay	\$0	\$0	\$0	0\$	\$0	0\$	0\$	\$0	0\$	\$0
FY On-going D. Capital Facilities Construction or Major Renovation	FY On-going fajor Renovat	FY 2022) One-time	FY On-going	2023 One-time	FY On-going	2024 One-time	FY On-going	2025 One-time	FY On-going	2026 One-time
E. Other Costs										
Boise State University Support Utilities		\$70,875		\$176,153		\$299,240	j	\$336,423		\$371,261
Maintenance & Repairs Other										
Total Other Costs	\$0	\$70,875	\$0	\$176,153	\$0	\$299,240	\$0	\$336,423	0\$	\$371,261
TOTAL EXPENDITURES:	\$	\$203,473	\$	\$350,995	0\$	\$561,735	Q\$	\$663,353	8	\$698,729
Net Income (Deficit) to College	\$0	\$13,829	\$0	\$20,074	\$0	\$36,745	0\$	\$9,493	0\$	\$43,794

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using..."):

II.E.1

Boise State Online Innovation Fund (3.80% of revenue): Seed funding for academic programs, course development stipends to faculty, open education resource grants Boise State eCampus Center (8.75% of revenue): Provide funding for initiative management, online course/program development and other support services Boise State University Support is defined as follows: Boise State Central Services (10.00% of revenue): A fund dedicated to funding support services for online students.

Boise State Online Marketing, Recruitment, Enrollment, Advising and Retention Fund (27.45% of revenue): A fund dedicated to marketing the program, recruiting enrolling qualified students, advising students and retaining students throughout the life of the program and eventually innovation grants



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APPENDIX B- LETTERS OF SUPPORT

Idaho National Laboratory – Scott Cramer, Director Cybercore Integration Center

State of Idaho, Information Technology Services – Keith Tresh, Chief Information Security Officer

Ursus Security, LLC – Kim L. Jones, Founder and Managing Director

Johnny Security Seed, LLC - Richard W. Owen, CEO and Chief Evangelist

MUFG Union Bank, N.A. – Stanley R. Jarocki, Vice President

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October 13, 2020 CCN 248073

Idaho State Board of Education 650 West State St. Suite 307 Boise, ID 83720

Subject: Letter of Support Regarding Boise State Course Offerings in Cyber Operations and Resilience

Dear Board Members.

As part of our continued collaboration with Boise State University (BSU) and in support of the Cybercore Integration Center (CIC) mission at Idaho National Laboratory (INL), this letter expresses our strong endorsement of the proposed Cyber Operations and Resilience course offerings.

INL is a world leader in research and technologies for securing and protecting the critical infrastructure of the United States and is focused on fundamental challenges with greatest impact. Building on the current success of BSU and CIC collaborations, these competency-based learning models will help to reach additional students while addressing outstanding needs in the current workforce.

INL has been observing the cybersecurity security curriculum development across the state of Idaho. University of Idaho offers a BS in Cybersecurity, a degree focused on computer science and programming. Idaho State University is now offering a BAS in Cyber-Physical Systems Engineering Technology, concentrated on industrial cybersecurity. There is another identified need for cyber operations, which targets frontline workers who continually face security concerns and address challenges across the enterprise. We are delighted that BSU has taken the appropriate steps to address this gap, at both the BS and MS level, and are prepared to make course offerings available as soon as next fall.

The fact that the courses will be available as an asynchronous online program, opens the instruction to much broader audiences across the state and affords full-time workers and remote learners the ability to build skills outside of the traditional classroom setting. This progressive and flexible platform offers broad reach and greater access to a variety of students, from diverse backgrounds and skill sets, to advance education and workforce development efforts necessary to meet cybersecurity needs now, and in the future.

In short, we see these programs as beneficial to industry, local governments, counties, and state entities in training cybersecurity frontline workers to protect and defend, enhance critical thinking skills and provide more resilience within our cyber environments, which addresses elements currently in short supply and which will only grow in demand. Increasing the number

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> of people capable of cyber operations and accelerating their development, is core to our mission and vital to both our state and the nation.

We applaud BSU efforts and continued contributions in supporting the Idaho cyber-education ecosystem and willingness to advance offerings designed to provide access to a wide range of students, while addressing identified needs is the workforce.

We believe these efforts will be of benefit to the community, the state and the region, as well as INL, and strongly support the proposed offerings being put into practice and made available.

Sincerely,

Scott Cramer, Director Cybercore Integration Center

National & Homeland Security

SC:KL

Distribution:

Sin Ming Loo, Boise State University

cc: Z.D. Tudor, MS 3750

W.C. Kiestler, MS 3750

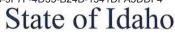
S.F. McAraw, MS 1444

E.J. Taylor, MS 1444

M.T. Bingham, MS 3605

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Information Technology Services Office of the Governor

BRAD LITTLE
Governor

JEFF WEAK
Administrator

GREG ZICKAU
Deputy Administrator/
Chief Information Officer

11331 W. Chinden Blvd, Suite B201 P.O. Box 83720 Boise, ID 83720-0042 Telephone (208) 605-4000 or FAX (208) 605-4093 http://its.idaho.gov

September 23, 2020

Idaho State Board of Education 650 West State Street, 3rd Floor Boise, ID 83702

Dear Board Members,

I am writing this letter in support of Boise State University's proposed Bachelor of Science and Master of Science Degree in Cyber Operations and Resilience (CORe).

Given the importance of cybersecurity in every aspect of modern life and the shortage of trained cybersecurity professionals nationwide, this program and the graduates it produces will benefit the public and private sectors inside Idaho and the nation a whole. The proposed Cyber Operations and Resilience programs will build a pathway for professionals to change careers and help existing cybersecurity professionals deepen their expertise. This program will also help cybersecurity professionals progress into management level positions and will feed some of the PhD programs statewide if these same professionals choose to continue their education by pursuing a doctorate degree.

Boise State University already offers a Bachelor of Science in Computer Science with a Cybersecurity emphasis and a PhD in Computing with Cybersecurity emphasis, so these proposed programs fill a missing level that would be attractive to many potential students. Idaho employers need multiple universities inside our state to offer programs that specialize in all aspects of cybersecurity to satisfy the demand and need for trained cybersecurity professionals. To that end, Boise State University is participating in conversations within our state to codify an agreement for all major universities to share courses, curriculum and resources within the cybersecurity area of concentration.

I also want to highlight the fact that Boise State University hired several faculty members with operational cybersecurity experience in the last five years. They have also worked hard to seek and maintain many key industry/government relationships within the cybersecurity field including the State of Idaho, Information Technology Services as well as the Idaho National Lab.

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As an example, and a matter of fact, I was hired in August of 2019 to teach in their current baccalaureate program. I also participate in all of their Cybersecurity planning and sit on the Board of Boise State's up-and-coming Institute for Pervasive Cybersecurity.

In closing, I would like to add that as a public servant with over 25 years of information technology and cybersecurity operational experience, I feel these programs can and will dramatically increase the available number of trained cybersecurity professionals within Idaho and nationwide. I wholeheartedly support the creation and implementation of both the Bachelor of Science and Master of Science degrees in Cyber Operations and Resilience!

If you have questions or need more information, please feel free to contact me at (208) 605-4054 or keith.tresh@its.idaho.gov.

Sincerely,

Keith Tresh

Chief Information Security Officer

Office of Information Technology Services

Office of the Governor Keith.Tresh@its.idaho.gov

Office: (208) 605-4054 Cell: (208) 407-8509

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October 8th, 2020

Idaho State Board of Education 650 West State Street, 3rd Floor Boise, ID 83702

Esteemed Board Members:

I am writing this letter to express my strongest possible support for Boise State University's Cyber Operations and Resilience (CORe) degree programs.

As a senior cybersecurity profession and former senior cyber executive, I have long struggled with the challenge of finding skilled professionals to fill the ranks of my supported organizations. As the cyber talent gap widened and universities took up the call for support, I was disappointed at the caliber of students produced by our institutes of higher learning. In far too many cases "cyber graduates" had only theoretical knowledge of cybersecurity principles across a narrow portion of the career field; they were inadequately prepared to face the fluid (and often non-standard) real-world dilemmas faced by today's cyber warriors.

When I was asked to evaluate Boise State University's CORe program and approach, I entered the process with a high degree of skepticism. I am pleased to say that I left the process more excited and impressed than I have been with a university-led program in a long time. Boise State's curricula (at both the Bachelors and Masters levels) remains entrenched in a real world, practical approach which prepares students to meet the challenges of a cybersecurity career head on. Further, the modular approach is extremely well suited for those looking to transition careers – something which must be embraced if we are ever to close the cyber job-talent gap. Boise State's commitment to hiring top tier cyber talent – including senior cyber executives and not just educational professionals – gives me an extremely high degree of confidence around the caliber of graduates these programs will produce. I look forward to introducing Boise State's first crop of graduates into the companies I advise and support.

Boise State University is to be commended for taking a proactive, thought-leading approach to solving one of our nation's most vexing problems. I urge you to support these efforts wholeheartedly.

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Please feel free to contact me if you have questions.

Sincerely,

Kim L. Jones CISM, CISSP, CDGSE, M.Sc.

Founder and Managing Director

Ursus Security LLC (480) 253-9120

Kim.Jones@UrsusWorldwide.com

https://www.linkedin.com/in/kimjones-cism/

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Johnny Security Seed, LLC. 4412 E la Estancia Cir Cave Creek, AZ 85331 www.JohnnySecuritySeed.com

September 30, 2020

Idaho State Board of Education 650 West State Street, 3rd Floor Boise, ID 83702

Dear Board Members,

I am writing this letter in support of Boise State University's Bachelor of Science (BS) and Master of Science (MS) Degree programs in Cyber Operations and Resiliency (CORe). I understand that Boise State and other universities offer degrees in Computer Science with an emphasis in Cyber Security, but Cyber Security can no longer be just an extra area of study.

In today's world we continue to collect, process and store more information and base many decisions on this ever-growing collection of data. This simply adds greater importance and risk to those systems and data. However, we have a nation-wide shortage of skilled and educated people who can provide the protection that we require. The Cybersecurity Industry is in a need of not only more qualified people, but those who are trained to think and address rapidly changing threats.

I applaud Boise State University for creating programs that start first with the high school student. Johnny Security Seed has a similar effort and approach. As one who has significant technical training and many certifications stacked on top of my formal college education, I have found that the combination has been a key element in my success. I see these programs as vital to creating professionals who can address ever-changing operational issues to ensure the resiliency of critical data and systems. I also support the program's experiential learning credit approach. Hackers follow no formal education road map and to respond we need to create a workforce capable of accomplishing the mission, oftentimes in a less structured fashion. I believe that the proposed curriculums would provide my current and prior businesses a more capable employee to help in this ongoing fight.

As a point of reference, I have spent over 50 years protecting information of which over 30 years was focused on creating and managing cyber security programs. I created the Information Security Program for Mission Operations at Johnson Space Center, NASA. While there, I was awarded a "Silver Snoopy" by the astronauts for the program and a Continuous Improvement Award by the NASA Administrator for avoiding over \$25M in costs. After that, I created four other very successful security programs across various industries. I am a past International President of the Information Systems Security Association (ISSA) and a member of the Information Security Hall of Fame. Most recently I was honored with Fellow status of the world renowned Ponemom Institute (https://www.ponemon.org).

Should you have any questions of if I may be of other assistance, I can be contacted at Rich@JohnnySecuritySeed.com or on my cell at 480-686-5527.

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Sincerely,

Richard W. Owen, Jr. CEO and Chief Evangelist

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MUFG Union Bank, N.A.

Information Risk Management Risk Management Division for the Americas 6802 E Bobwhite Way Scottsdale, AZ 85266 T: +1-480-381-0887

Stanley.Jarocki@unionbank.com

Idaho State Board of Education 650 West State Street, 3rd Floor Boise, ID 83702

Dear State Board Members:

I am writing this letter in full support of the proposed Cybersecurity Bachelor and Master programs at Boise State. These programs incorporate fundamental aspects of Cybersecurity that are needed to maintain a key core element - Cyber Operations and Resiliency - that are so desperately needed and which require trained individuals to cover all critical infrastructure sectors today and in the future.

Today, as a veteran of many attacks that I have experienced in the Federal Government sector, the critical infrastructure sectors - financial, healthcare, retail - and having lived through 911 at ground zero, I speak from experience. Cyber resources that drive the systems of our environment must be secure, auditable, compliant, and resilient. Knowledgeable talent is needed at the entry level and senior executive level to promote the proper planning, testing and execution to keep these systems running. Just imagine what would happen if hospital cyber system went down and doctors, nurses and staff had to resort to pen and pencil. Today in the time of the pandemic huge numbers of lives would be lost, treatment would have to stop and those needing care would not be able to get it. And it could be your family members or yourself. Sounds farfetched? Well, it is happening as they are being attacked not only by natural disasters but by Bad Actors using Ransomware, DDoS attacks and other extortion attempts. Cyber is the nervous system, communications paths, and knowledge repositories upon which our lives are built and depend. Therefore, the need for Cyber professionals and cyber warriors to support and build strong infrastructure is needed. Where are they going to get this knowledge? They will be able to get this critical knowledge base from Boise State's Bachelor and Master's programs in Cyber Operations and Resiliency.

The key to these powerful new programs - the Cyber Operations and Resilience (CORe) Bachelor of Science (BS) and Master of Science (MS) programs – lies in their ability to develop focused curriculum that provide needed skill sets that they can use day one. These programs are geared to instruct and produce Cybersecurity professionals focused on operational tools, methodologies, and efficiencies, as well as ensuring system resiliency for maximum risk reduction coverage using risk appropriate costs. The goal of the CORe curriculums is to prepare learners at the beginning levels to view and think of systems as holistic models while determining how resiliency can be achieved. CORe presents the interdependencies infrastructure has between cyber and physical to achieve operational effectiveness. In short, CORe is about business, real life and the world of cybersecurity and their interrelationships and how strengthening the bonds of dependency can lead to a more robust and resilient system/network/society.

A holistic system level thinking approach is at the heart of the CORe program. The asynchronous online curriculum provides for a challenging set of achievement modalities:

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- 1. Pathways for high school students (traditional and career & technical education), community college graduates, and working professionals with an undergraduate degree in any field,
- 2. Stackable certification pathways for learners to achieve career alignment without the need for long-term program commitments,
- 3. A curriculum that awards experiential learning credits in an affordable manner,
- 4. A potential for strong internship with local and national industries and critical infrastructure sectors, and
- 5. Accelerated BS/MS curriculum for learners looking to achieve maximum career opportunity in the shortest time frame possible.

As an early practitioner in the field of Cybersecurity I had to boot strap my knowledge with a lot of "OJT" (On the Job Training) to get the job done. Adding needed skills such as audit, risk management and executive leadership was not easy. Holding CISO positions in a variety of industries and major companies in the financial, healthcare and retail sectors. - I can attest that finding individuals with these skills is extremely hard. Nationally, there is estimated to be over 3 million job openings creating a dire shortage of talent. This is exasperated even more due to the increased attacks by bad actors and nation states who feel we are too preoccupied with the "Pandemic." Trained people are desperately needed with practical operational skills who can contribute day one.

As the editor / contributor of the USA National Security Plan for the financial sector and chief architect of the Financial Services Information Sharing and Analysis Center and presently as a VP of Information Risk Management for the 5th largest bank in the World – MUFG – I can attest that quality trained talent is desperately needed. Additionally, as an advisor to higher education intern programs, it is extremely important that Cybersecurity needs to start with K-12 to show that diversity and excitement does exist in the world of Cybersecurity. I believe the curriculum that I have reviewed is the right start in our battle to cultivate passionate and talented individuals who will be practically trained to jump in and defend the cyber world of today and, more importantly, tomorrow.

I also believe local Boise Headquartered companies such as Albertsons is another example of an organization that requires cybersecurity and resiliency as we have observed in recent disasters and the Pandemic. Food supplies are critical and the supply chain systems that support operations and get the goods to the stores and people is critical to humanity's survival.

So it is extremely important that support for the ability to produce learners with the caliber of talent needed for the state of Idaho, the nation, and worldwide, be provided at the highest level of state government – through the governor's office, and through approval of these programs through the state board of education.

Sincerely,

Stanley R. Jarocki

tanlez R. Jarocki

Vice President

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Institutional Tracking No.	
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Idaho State Board of Education

Proposal for Academic Degree and Certificate Program

Date of Proposal Submission:	December 2020							
Institution Submitting Proposal:	Boise State University							
Name of College, School, or Division:	College of Engineering Electrical and Computer Engineering Department							
Name of Department(s) or Area(s):	Electrical and C	omputer Eng	ineering Dep	partment				
Official Name of the Program:	Master of Scien	ce in Cyber C	perations a	nd Resilie	ence			
Implementation Date:	Fall 2021							
Degree Information:	Degree Level: N	/laster	Degre	ее Туре:	M.S.			
CIP code (consult IR /Registrar):	43.0404 Cybers	security Defen	se Strategy	/Policy				
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	100% online							
Geographical Delivery:	Location(s) Bo	ise	Regi	on(s)	II			
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)	Self-Support fe	ее	Profession	nal Fee	X Online	Program Fee		
Indicate (X) if the program is: (Consistent with Board Policy III.Z.)	Regional Responsibility Statewide Responsibility				ibility			
Indicate whether this request is either X New Degree Program	of the following		nsolidation of	Existing F	Program			
Undergraduate/Graduate Certificates (3	0 credits or more)	Ne	w Off-Campu	s Instructi	onal Progra	am		
Expansion of Existing Program		Oth	ner (i.e., Cont	ract Progr	ram/Collabo	orative		
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Before completing this form, refer to Board Policy Section III.G., Postsecondary Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program. <u>All</u> questions must be answered.

Rationale for Creation or Modification of the Program

1. Describe the request and give an overview of the changes that will result. What type of substantive change are you requesting? Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace. If this is an Associate degree, please describe transferability.

Boise State University proposes the creation of a wholly online program that will award a Master of Science in Cyber Operations and Resilience. The proposed program will operate under the guidelines of SBOE Policy V.R. as it pertains to wholly online programs.

Cyber Operations and Resilience (CORe) is an asynchronous online program that prepares students to anticipate, detect, mitigate, and manage cyber, physical, and interdependencies infrastructure threats. The MS in CORe is to prepare learners to think in systems and how resilience can be achieved. It is not only cybersecurity. It is not just cyber and physical. It is also about interdependencies infrastructure for cyber and physical to operate. It is how everything is interrelated and how strengthening the dependency can lead to a more resilience system. The MS in CORe is designed around the realities of today's cyber and physical landscape: it's not if a security (cyber and/or physical and/or interdependencies) breach will occur, it's a matter of when. A resilient system will be able to be restored and bounced back timely and orderly. Businesses, while maintaining a secure posture, are investing in people, processes, and technology to ensure operational continuity under adverse conditions, such as from cyber attacks, physical attacks, insider threats, malfunctioning equipment/software or failure of infrastructures.

The MS in CORe is a stackable master's degree program that offers graduate certificates with complementary technical and non-technical tracks leading to a master's degree. The unique and flexible scaffolding of this program along with the emerging importance of cyber and physical resilience prepares students with the knowledge, skills, and expertise needed for maintaining the operational effectiveness of complex business, academic, and government information and physical systems. The program is ideal for students who have a professional, military, or law enforcement background that seek to advance their career within the cyber workforce.

This program is focused on the interplay of systems, technical, program management, and policy skills necessary to design, remediate, and operate resilient information systems, physical systems, networks. The program provides students with stackable credentials, certificates, hands-on experiential learning, learning by teaching, and practical operation resilience problem solving scenarios — all which culminate in a capstone tabletop exercise in support of regional businesses, government institutions, military facilities, or law enforcement agencies. Practitioners experienced in physical operations, cyber operations and resilience will be recruited to advise, support course development, and teach.

2. **Need for the Program**. Describe evidence of the student, regional, and statewide needs that will be addressed by this proposal to include student clientele to be served and address the ways in which the proposed program will meet those needs.

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a. Workforce and economic need: Provide verification of state workforce needs that will be met by this program. Include job titles and cite the data source. Describe how the proposed program will stimulate the state economy by advancing the field, providing research results, etc.

The proposed program will stimulate the state economy by training a top notch workforce that can work for any company operating at any physical locations. This online program will provide the learning opportunities to anyone in Idaho to be trained as a security professional.

The master's degree and the graduate certificates are intended to be part of a statewide collaboration between eight colleges/universities to meet the growing workforce demand for cyber-related education. Boise State's proposed online graduate program focuses on early-mid career professionals aspiring to move into leadership roles. Most positions listed below either require a master's degree or indicate it is a preferred credential. This program is online to accommodate working professionals across Idaho, western state region, and nation.

Job posting data from 2018-2020, collected using EMSI Analyst, indicates 452 Cyber-related job postings in Idaho that required or preferred a graduate credential. The primary market is local and regional, i.e., Idaho + 10 western states. From 2018 - 2020, approximately 21,000 cyber-related job postings indicated a graduate-level credential. Military personnel are a subset of the primary market. A larger and more competitive secondary market is a national and international audience.

Identifying job titles for the proposed program or any cyber operations and resilience program is very difficult and can never encompass all the types of jobs people with a cyber operations and resilience education can pursue. Therefore, we have chosen the following job titles:

- Computer and Information Analysts SOC Code 15-1210
- Information Security Analysts SOC Code 15-1212

2018 National Employm Title and Code	Emplo	yment	Job Openings Due to Growth and		
	2018	2028	Replacement Needs 2018-2028		
Computer and Information Analysts	15-1210	763.4	850.8	87.5	
Information Security Analysts	15-1212	131.0	171.9	40.9	
TOTAL				128.4	

2018-2028 Idaho Long Term	Employment	Job Openings Due to

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Employment Projections	2018	2028	Growth and Replacement Needs 2018-2028	
Computer Systems Analyst	15-1121	1,591	1,740	149
Information Security Analysts	15-1122	408	456	48
TOTAL				197

b. Student demand. What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Provide evidence of student demand/ interest from inside and outside of the institution.

There are three different types of students who will enter this program.

- The career advancer who is already employed in the field and is interested in moving up in the field.
- The career starter who is interested in a career that fits his/her personal and professional goals and is currently not employed in the field.
- The career changer who is currently employed in a different field and is interested in changing fields.
- c. Societal Need: Describe additional societal benefits and cultural benefits of the program.

A recent study by Cybersecurity Ventures¹, a respected publisher of cybersecurity content, predicts that 3.5 million cybersecurity jobs around the world will be unfilled by 2021. In the United States, the demand for professionals with cybersecurity expertise is outpacing all other occupations². These reports, along with many others, underpin the need for increasing workforce development initiatives founded in cybersecurity principles. The workforce shortage is across all cybersecurity domains, yet our adversaries are always advancing, always probing for vulnerabilities in corporate enterprise systems, critical infrastructure systems, and vital national security systems.

To combat this persistent threat, which is a 24/7 operation, we need all hands on deck. It is important to ensure students are positioned to fully support the cyber world; there is a need people with different perspectives, approaches, ways of thinking, and methods to solve the cyber challenges all are facing and will face. This need is especially pressing when assessing the current and future digital landscape — a tireless and ever expanding connectivity supported by societal needs and economic development, yet compromised by the common criminal to nation-state sponsored criminal activity.

At the center of this program is getting learners to think differently and understanding how a resilient system and network can be built for the society to be more resilient. With the upcoming wide deployment of 5G network, it is even more important that Boise State

4

¹ https://cybersecurityventures.com/jobs/

² https://www.nist.gov/news-events/news/2018/11/new-data-show-demand-cybersecurity-professionals-accelerating

Student demand is tied to the high number of job openings in the region, and nation, as well as looking at the number of students graduating from cyber-related program. The gCORE program expects that a growing number of students with a cyber-related background will be attracted to the program because of the vast employment opportunities that exist within the field.

According to Cyberseek (www.cyberseek.org, January 5, 2021), there are 1,597 cyber job openings in Idaho. There are 23,531 cyber jobs in Idaho and surrounding states (Washington, Oregon, Nevada, Utah, Wyoming, and Montana). Some of these job openings have been difficult to fill as the graduates are not trained in the right skill sets. The need to fill these positions is a large part of why we designed the BS and MS in Cyber Operations and Resilience degrees (uCORe and gCORe) and the gCORE certificates. The curriculums have been designed to prepare the graduates for short-term and long-term learning outcomes.

According to the program feasibility research, from February 2018- April 2020, 466 job postings in Idaho required a credential in a field related to cybersecurity. Of which, 116 jobs either prefer or require an advanced degree (i.e., post-baccalaureate) which the gCORE certificates can provide (in addition to the MS degree).

The program feasibility research identified the regional workforce demand (Alaska, Arizona, California, Hawaii, Idaho, Montana, Nevada, Oregon, Utah, Washington and Wyoming) as 22,532 total jobs posted that required a credential in a field related to cybersecurity (February 2018- April 2020). Of which, 3,308 jobs either prefer or require an advanced degree (i.e., post-baccalaureate). California and Washington states dominate the job market. The average salary is estimated at \$100.1K.

Additionally, research for the national workforce demand, identified 130,322 total jobs posted that required a credential in a field related to cybersecurity (February 2018- April 2020). Of which, 19,223 jobs either prefer or require an advanced degree (i.e., post-baccalaureate). California and Washington states dominate the job market. The average salary is estimated at \$95.1K.

In addition to the vast job opportunities that we anticipate will attract students to the program, the current the undergraduate Cyber Operations certificate that was started as part of the effort funded by Idaho Workforce Development Council, already has 30 students enrolled (new program as of August 2020).

As part of the program feasibility study, completion data for both undergraduate and graduate degree programs for the western US state region was analyzed (Alaska, Arizona, California, Hawaii, Idaho, Montana, Nevada, Oregon, Utah, Washington, and Wyoming), which indicate a growth in enrollment.

Regional <u>undergraduate degree completions</u> in cyber-related programs 2016 - 1,030

2017 - 1,134 = 10% year over year growth in regional degree completions 2018 - 1,164 = 2.6% year over year growth in regional degree completions

2019 - 2,630 = 125% year over year growth in regional degree completions

The increase year over year of undergraduate students in cyber-related programs indicates that increasing number of students will likely pursue advanced educational opportunities to increase their employability, salary potential, advance their careers, and grow their skills and knowledge in the field.

Regional graduate degree completions in cyber-related programs

2016 - 527

2017 - 688 = 30.5% year over year growth in regional degree completions

2018 - 807 = 17% year over year growth in regional degree completions

2019 - 1,100 = 36% year over year growth in regional degree completions

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University offer a program to meet this pressing societal need.

3.	Program Prioritization Is the proposed new program a result of program prioritization?
	YesNoX
	If yes, how does the proposed program fit within the recommended actions of the most recent program prioritization findings.

4. Credit for Prior Learning

Indicate from the various cross walks where credit for prior learning will be available. If no PLA has been identified for this program, enter 'Not Applicable'.

Not applicable

5. Affordability Opportunities

Describe any program-specific steps taken to maximize affordability, such as: textbook options (e.g., Open Educational Resources), online delivery methods, reduced fees, compressed course scheduling, etc. This question applies to certificates, undergraduate, graduate programs alike.

We will be offering this program at a very market competitive rate of \$525 per credit hour. This degree can be completed at the cost of \$15,750. The content of this curriculum pushes the boundary of how cyber education is being delivered and will be use cybersecurity working professionals to teach the courses. This curriculum will be offered with asynchronous online mode using a 7-week session that is well suited working professionals.

The stackable building blocks of this program allow learners to work through required courses and one certificate at time, and complete the experiential learning activities to gain the MS in Cyber Operations and Resilience degree.

Enrollments and Graduates

6. Existing similar programs at Idaho Public Institutions. Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions for the most past four years.

Cyber education programs can be classified in three categories: (1) Cyber awareness program for everyone, (2) cyber for STEM where STEM majors learn how to design and code with security in mind, (3) cyber operations for dealing with security issues 24/7. This degree is in category (3).

Currently Boise State University, does not have a similar program. Currently, there is no such program across Idaho.

Instit.	Program Name	Fall Headcount Enrollment in Program									
		Fall 2016	Fall 2017	Fall 2018	Fall 2019	FY17	FY18	FY19	FY20		

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Boise State University	MS in Computer Science	51	42	54	43	16	10	17	21
University of Idaho	MS in Computer Science	27	30	52	49	10	11	11	23
Idaho State University	MS in Computer Science	Not availabl e	Not available	Not available	Not available	Not availa ble	Not availabl e	Not availabl e	Not availabl e

7. **Justification for Duplication** (if applicable). If the proposed program is similar to another program offered by an Idaho public higher education institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

There is no duplication, as no Idaho public institution offers a similar program. The proposed MS in CORe program concentrates on cybersecurity people, process, and technology. The proposed program is different from the existing master's programs in Computer Science, and Boise State University's proposed MS in Cybersecurity. These programs are concentrated on programming, providing cyber related education for people with STEM background to learn how to design and code with security in mind. The proposed MS in CORe program instructs and produces Cybersecurity professionals focused on operational tools, methodologies, and efficiencies, as well as ensuring system resiliency for maximum risk reduction coverage using risk appropriate costs. The goal of the CORe curriculum is to prepare learners to view and think of systems as holistic models while determining how resiliency can be achieved. CORe presents the interdependencies infrastructure has between cyber and physical in order to achieve operational effectiveness. In short, CORe is about how everything is interrelated and how strengthening the bonds of dependency can lead to a more resilient system/network/society.

Currently Boise State University does not have a similar program. Currently, there is no such program across Idaho.

8. Projections for proposed program: Using the chart below, provide projected enrollments and number of graduates for the proposed program:

For budgetary purposes the following conservative assumptions were made to represent anticipated master's student behavior:

- Master's students make up 50% of the incoming new master's program and certificate students every semester
- Master's students are 35% full time (4 semesters to complete) and 65% part time (8 semesters to complete)

Proposed Program: Projected Enrollments and Graduates First Five Years

Program	Program Name: MS in Cyber Operations and Resilience										
Projected Fall Term Headcount Enrollment in Program					Projected Annual Number of Graduates From Program						
FY22 (first year)	FY23	FY24	FY25	FY26		FY22 (first year)	FY23	FY24	FY25	FY26	
10	40	67	92	107		0	6	16	31	39	

9. Describe the methodology for determining enrollment and graduation projections. Refer to information provided in Question #2 "Need for the Program" above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

The program's size will be scaled to demand for the program. The numbers in the table above reflect a reasonable and attainable scaling up of the program.

Marketing and recruitment efforts will include a digital marketing campaign, a web landing page, request for information form and a full program website with details regarding the key program assets, curriculum plan, and costs. In addition, a comprehensive communication plan will be implemented to attract and nurture interested students. Strategic, personalized communications will engage and support students throughout the recruitment life cycle. Our coaching approach to student services will support online students and maintain their connection to Boise State through graduation.

10. Minimum Enrollments and Graduates.

What are the minimums that the program will need to meet in order to be continued, and what is the logical basis for those minimums?

The numbers below represent the minimum credits and student FTEs for both master's and certificate students. Since the master's and certificate programs share courses, the budgets are intertwined.

Because the program will be utilizing the online fee model, it is best to put minimum enrollment in terms of course registrations, which are what translate to revenue. Based on estimated expenses for instruction and for support personnel expenses, estimate the minimum number of course registrations to achieve breakeven is:

- Year 1: Annual credits 256, Annual FTEs 10.65
- Year 2: Annual credits 785, Annual FTEs 32.70
- Year 3: Annual credits 1,113, Annual FTEs 46.39
- Year 4: Annual credits 1,336, Annual FTEs 55.65
- Year 5: Annual credits 1,413, Annual FTEs 58.88

If enrollments do not meet expectations, expenses will adjust to reflect actual activity. The program's financial sustainability will be evaluated at least annually.

7

b. If those minimums are not met, what is the sunset clause by which the program will be

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS DocuSign Envelope ID: E4BC928A-D5CB-447D-9FD4-C80A95F 162-F RUARY 18, 2021 ATTACHMENT 2

considered for discontinuance?

Programs operating under the online program fee model at Boise State University are expected to be fiscally sustainable. If enrollments do not meet expectations, expenses will be adjusted to reflect actual activity. The program's financial sustainability will be evaluated at least annually. If it is determined to be fiscally unsustainable in the long term, it will be discontinued.

11. Assurance of Quality. Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation. The following measures will ensure the high quality of the new program:

Regional Institutional Accreditation: Boise State University is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). Regional accreditation of the university has been continuous since initial accreditation was conferred in 1941. Boise State University is currently accredited at all degree levels (A, B, M, D).

<u>Program Review:</u> Boise State has instituted a new program review procedure. At the inception of new programs, the programs will submit to the Office of the Provost a three-year assessment plan to be scheduled into the Periodic Review/Assessment Reporting Cycle. The plan includes program learning outcomes; and an implementation plan with a timeline identifying when and what will be assessed, how the programs will gather assessment data, and how the program will use that information to make improvements. Then, every three years, the programs will provide Program Assessment Reports (PAR), which will be reviewed by a small team of faculty and staff using a PAR Rubric, which includes feedback, next steps, and a follow-up report with a summary of actions.

<u>Program Development Support:</u> The online MS in Cyber Operations and Resilience is one of several that are being created via the eCampus Expansion Initiative at Boise State University. Boise State's online program development process uses a facilitated program design process to assist program faculty members in the creation of an intentional, cohesive course progression with tightly aligned course and program outcomes. A multi-expert development team, which includes an instructional designer, multimedia specialist, and quality assurance, works collaboratively with the faculty member. One master version of each course is developed for a consistent look and feel of courses across the program; the master course utilizes a professionally created common template aligned with nationally Quality Matters course design standards.

Academic Integrity: Academic integrity is vital to the mission of Boise State University and encompasses the totality of academic rigor, ethical behavior, intellectual curiosity, appropriate teamwork, and persistence. All assignments submitted by a student must represent his/her own ideas, concepts, and current understanding or must cite the original source. Boise State proactively supports academic integrity by providing training, maintaining a website dedicated to academic integrity, providing tools such as pedagogical strategies, workshops, and tips for designing tests, as well as establishing policies and procedures for students who violate the academic integrity policy within the Student Code of Conduct. For this new online program, we will use the following strategies to encourage academic integrity:

 During the design and development of the curriculum and assessment of each course, instructors will be informed by staff of Boise State's eCampus Center about best practices for online course design based on Quality Matters ™ and best practice strategies to

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promote academic integrity in online education based on WCET's recommendations (Version 2.0, June 2009)

- Through the program development process, course production, course launch support
 provided by the eCampus Center, and other means, instructors will be reminded about the
 importance of academic integrity and encouraged to report and act upon suspected
 violations.
- Academic integrity will be addressed within online student orientation. Programs may require online students to complete the university's Academic Integrity Online Workshop.
- At the beginning of each course, the instructor will communicate expectations regarding academic integrity to students in the syllabus and verbally and may require completion of the university's Academic Integrity Online Workshop.

<u>Student Authentication:</u> Because the proposed program will be offered entirely online, it is important to include mechanisms by which we authenticate the identity of students enrolled in the program. We will use the following mechanisms:

- During the admissions process, the university will confirm required official transcripts and other documentation required for admission into the program.
- Associated with access to and use of our Learning Management System, a secure log-in
 environment will be provided and students will be required to use strong passwords and
 change them every 90 days.
- When high-stakes exams are required, faculty will be encouraged to utilize remote or
 online proctoring services when appropriate. In those instances, students will need to
 provide valid photo identification before gaining access to the graded assessments or
 other required activities.
- Instructors will utilize Canvas's Turnitin plagiarism detection program when appropriate.
- Instructors are expected to be informed of and aware of the importance of student identity authentication and to report and act upon suspected violations.

12.	In accordance with Board Policy III.G., an external peer review is required for any new
	doctoral program. Attach the peer review report as Appendix A.

N/A

3-year plan?

13.	Teacher Education/Certification Programs All Educator Preparation programs that lead to
	certification require review and recommendation from the Professional Standards Commission
	(PSC) prior to consideration and approval of the program by the State Board of Education.

	Yes NoX
	If yes, on what date was the Program Approval for Certification Request submitted to the Professional Standards Commission?
14.	Three-Year Plan: If this is a new proposed program, is it on your institution's approved

Yes X No _____ If yes, proceed to guestion 15. If no:

Will this program lead to certification?

a. Which of the following statements address the reason for adding this program outside of the regular three-year planning process.

Indicate (X) by each applicable statement:

Program is important for meeting your institution's regional or statewide program responsibilities.
The program is in response to a specific industry need or workforce opportunity.
The program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
There is a contractual obligation or partnership opportunity related to this program.
The program is in response to accreditation requirements or recommendations.
The program is in response to recent changes to teacher certification/endorsement requirements.

b. Provide an explanation for all statements you selected.

<u>Educational Offerings: Curriculum, Intended Learning Outcomes, and Assessment Plan</u>

- 15. Curriculum. Provide descriptive information of the educational offering.
 - **a. Summary of requirements.** Provide a summary of program requirements using the following table.

Credit hours in required courses offered by the department (s) offering the program.	30
Credit hours in required courses offered by other departments:	0
Credit hours in institutional general education	
Credit hours in free electives	
Total credit hours required for degree program:	30

b. Curriculum. Provide the curriculum for the program, including credits to completion, courses by title and assigned academic credit granted.

Master of Science in Cyber Operations and Resilience (Online)	
Course Number and Title	Credits
Complete required courses, two certificates, and capstone option	
Required Courses:	
CORE 500 Cyber Systems Thinking	3

CORE 501 Cyber Risk Assessment	1
Choose 6 out of 10 (1 credit courses):	6
CORE 502 Cyber Threat Modeling	
CORE 503 Information Assurance	
CORE 510 Applied Cybersecurity Programming	
CORE 511 Artificial Intelligence & Machine Learning	
CORE 512 Introduction to Deep Learning	
CORE 513 Internet of Things Architecture	
CORE 514 Cyber-Informed Engineering	
CORE 520 Cyber Security Operations Center	
CORE 520 Cyber Security Operations Center CORE 521 Cyber Business and Regulatory Operations	
	3
CORE 521 Cyber Business and Regulatory Operations	
CORE 521 Cyber Business and Regulatory Operations Elective (potential transfer credit)	3 10
CORE 521 Cyber Business and Regulatory Operations Elective (potential transfer credit) TOTAL	
CORE 521 Cyber Business and Regulatory Operations Elective (potential transfer credit) TOTAL Complete two out of following three certificates	
CORE 521 Cyber Business and Regulatory Operations Elective (potential transfer credit) TOTAL Complete two out of following three certificates Analyst and Threat Intelligence Certificate	10
CORE 521 Cyber Business and Regulatory Operations Elective (potential transfer credit) TOTAL Complete two out of following three certificates Analyst and Threat Intelligence Certificate CORE 550 Cyber Threat Intelligence	10
CORE 521 Cyber Business and Regulatory Operations Elective (potential transfer credit) TOTAL Complete two out of following three certificates Analyst and Threat Intelligence Certificate CORE 550 Cyber Threat Intelligence CORE 551 Cyber Warfare and Conflicts	3
CORE 521 Cyber Business and Regulatory Operations Elective (potential transfer credit) TOTAL Complete two out of following three certificates Analyst and Threat Intelligence Certificate CORE 550 Cyber Threat Intelligence CORE 551 Cyber Warfare and Conflicts CORE 552 Cyber Digital and Signal Intelligence	3 3 3
CORE 521 Cyber Business and Regulatory Operations Elective (potential transfer credit) TOTAL Complete two out of following three certificates Analyst and Threat Intelligence Certificate CORE 550 Cyber Threat Intelligence CORE 551 Cyber Warfare and Conflicts CORE 552 Cyber Digital and Signal Intelligence TOTAL	3 3 3

CORE 562 Resilience Coding and Architecture of Devices	3
TOTAL	9
Governance Policy Administration Certificate	
CORE 570 Cyber Risk Management	3
CORE 571 Cyber Law, Ethics, and Policy	3
CORE 572 Cybersecurity Governance and Compliance	3
TOTAL	9
Capstone - Choose 2	2
CORE 578 Teaching	
CORE 579 Certification	
CORE 591 Project	
TOTAL	30

- c. Additional requirements. Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.
 - CORE 578 Teaching one semester/one course composed of supervised cyber and physical resilience teaching at regional community college and above
 - **CORE 579 Certification (obtain one certification)**
 - Certified SCADA Security Architect (CSSA)
 - Certified Information Systems Auditor (CISA)
 - Certified Ethical Hacking (CEH)
 - Certified Information Security Manager (CISM)
 - Certified Information Systems Security Professional (CISSP) certification
 - Certified Project Manager (PMP)
 - Kali Linux Certified Professional (KLCP)
 - Certified Red Team Operations Professional (CRTOP)
 - **CORE 591 Project** A comprehensive systems, cyber and physical resilience tabletop exercise accompanied by a post-action report detailing the scenario design, tabletop exercise activities, timeline of events, with recommendations on improving incident detection, response, containment, and remediation.
- 16. Learning Outcomes: Expected Student Learning Outcomes and Connection to

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Curriculum.

- a. Intended Learning Outcomes. List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what students will know, understand, and be able to do, and value or appreciate as a result of completing the program.
 - Properly apply the correct fundamentals of cyber operations, resilience, risk assessment, governance, information assurance, ethics, laws, and policies related to both cyberphysical and information systems.
 - Apply acceptable tactics, techniques, and procedures necessary to enhance both operational and resiliency for both cyber-physical and informational security operations.
 - Develop, test, implement and access appropriate modalities to secure, inform, involve, and educate stakeholders in security/resilience operations and strategies.
 - Evaluate and continuously monitor the operational and resilient maturity of an entity.
 - Develop operation and resiliency policies, metrics, testing and security solutions for an entity using both rigorous risk assessment and threat intelligence people, processes, tools and measures.

17. Assessment plans.

a. Assessment Process. Describe the assessment plan for student learning outcomes that will be used to evaluate student achievement and how the results will be used to improve the program.

The MS in Cyber Operations and Resilience will follow a systematic assessment and improvement process in which multiple approaches will be used, not only to measure student attainment of program outcomes, but to also inform programmatic improvements. The learning outcomes are mapped to courses that provide relevant content. Student work in these courses that address specific outcomes is collected and evaluated by program faculty. The outcomes are assessed on a three-year cycle with data for all outcomes collected each year, and then the results are analyzed every three years. For each outcome, student work across the program is reviewed in a comprehensive review of student work. A group of three faculty members and instructors review the overall attainment of the outcome based on the evidence collected. As part of the review, recommendations for improvement to the program are outlined. All faculty then review these results and make suggestions/changes to improve this process in a program of continuous improvement. Evaluation results inform programmatic, pedagogical, and curricular improvements.

The key knowledge unit as defined by the National Initiative for Cyber Security Education (NICE) Cybersecurity Workforce Framework, NSA CAE, and UK Cyber Security Body of Knowledge (CyBok) will also be mapped to all the courses. This will ensure we are teaching the most important skill sets and critical thinking.

Resources Required for Implementation – fiscal impact and budget.

Organizational arrangements required within the institution to accommodate the change including administrative, staff, and faculty hires, facilities, student services, library; etc.

18. Physical Facilities and Equipment: Describe the provision for physical facilities and

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equipment.

a. Existing resources. Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

The available space and equipment is currently acceptable to operate a successful program.

b. Impact of new program. What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

No impact.

c. Needed resources. List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

Operating expenses associated with support staff and new faculty are reflected in the budget.

- **19. Library and Information Resources:** Describe adequacy and availability of library and information resources.
 - a. Existing resources and impact of new program. Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

Online resources are available. No impact on the library. No impact on existing programs.

b. Needed resources. What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

None needed. No impact on the library.

20. Faculty/Personnel resources

a. **Needed resources.** Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?

The numbers below represent instruction credits and instruction FTEs for both master's and certificate students. Since the master's and certificate programs share courses, their budgets are intertwined.

The program will fund new adjunct/lecturer instruction to cover the additional

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instruction credit required by the program:

Yr 1- 29.50 instruction credits, 1.23 FTE Yr 2- 66.50 instruction credits, 2.77 FTE Yr 3- 82.00 instruction credits, 3.42 FTE Yr 4- 82.00 instruction credits, 3.42 FTE Yr 5- 82.00 instruction credits, 3.42 FTE

At maturity, the program will offer a combined total of 40 sections of new courses of which 18 sections will be in cross listed courses with the proposed Bachelor of Science in Cyber Operations and Resilience.

The master's and graduate certificate programs will fund a 0.50 FTE program coordinator in years 1, 2 & 3 and convert to a 1.00 FTE program coordinator starting year 4. The program will fund a 0.25 FTE administrative assistant in years 2 & 3 and convert to a 0.50 FTE administrative assistant starting year 4.

b. Existing resources. Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

Over the first 4 years of the program, the program will fund partial FTEs of Dr. Sin Ming Loo, a current professor in the Department of Electrical and Computer Engineering:

Yr 1- 0.10 FTE Yr 2- 0.10 FTE Yr 3- 0.08 FTE Yr 4- 0.05 FTE

Dr. Sin Ming will provide course content and work with the program coordinator to oversee the program.

c. Impact on existing programs. What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

Because the program will fund instruction and administrative support, it is anticipated that limited instructional and administrative support resources from existing programs will be used for the proposed program, there will be a minimal impact on resources available for existing programs.

d. Needed resources. List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

The following positions will be hired for the program:

- Adjunct Instruction
- Program Coordinator
- Administrative Assistant

Expenses for these positions are included in the program budget sheet.

21. Revenue Sources

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS DocuSign Envelope ID: E4BC928A-D5CB-447D-9FD4-C80A95F FEBRUARY 18, 2021 ATTACHMENT 2

a) **Reallocation of funds:** If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

N/A

b) **New appropriation**. If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

No new appropriation will be required.

c) Non-ongoing sources:

i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends?

The 0.50 FTE Program Coordinator will be funded for one year (January 2021-December 2021) by the Boise State Online Innovation Fund. This fund is funded by online fee revenue and acts as seed funding for online academic programs, online course development stipends to faculty, open education resource grants and eventually innovation grants.

ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds?

N/A

d) Student Fees:

i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.

N/A

ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

The student fee will be in accordance with the Online Program Fee as defined in the Board Policy V.R., 3.a.x. That policy enables the institution to set a price-point appropriate for the program; students will pay an online program fee in lieu of tuition. The price-point for our online program fee will be as follows: \$525 per credit. For the 30 credits required for completion of the proposed program, the total cost will be \$15,750.

We project that by the fourth year of the program, it will generate 1,787 SCH, which will yield a total revenue of \$938,231.

22. Using the excel <u>budget template</u> provided by the Office of the State Board of Education, provide the following information:

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- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program.
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

The budget below represents revenues and expenses for both master's and certificate programs. Since the certificate and master's program share courses, the instruction and support expenses are intertwined.

18

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Program Resource Requirements.

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first four fiscal years of the
 - Include reallocation of existing personnel and resources and anticipated or requested new resources.
 - Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

MINED STODEN FENTOLLMEN	Œ	2022	Ŧ	2023	₹,	2024	7	2025	Ŧ	2026
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
. New enrollments	9.6	32	33.3	71	51.0	108	67.0	136	74.9	147
3. Shifting enrollments	1.1	4	3.7	00	5.7	12	7.4	15	8.3	16
Total Enrollment	10.7	36	37.0	79	56.6	120	74.5	151	83.2	163
Student Credit Hours Generated	256		889		1,359		1,787		1,997	

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II. REVENUE

	FY	2022	Ā	FY 2023	F.	2024	₹,	2025	₹,	2026
	On-going	One-time	On-going One-time	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request										
2. Institution Funds		\$44,978								
3. Federal										
4. New Tuition Revenues from Increased Enrollments										
5. Student Fees		\$134,269		\$466,548		\$713,631		\$938,231		\$1,081,671
6. Other (i.e., Gifts)										
Total Revenue	<i>ue</i> \$0	\$179,247	80	\$466,548	\$0	\$713,631	80	\$938,231	\$0	\$1,081,671

Ongoing is defined as ongoing operating budget for the program which will become part of the base.

One-time is defined as one-time funding in a fiscal year and not part of the base.

Budget Notes:

Calculation of FTE and headcount as follows: I.A, B.

>1 FTE = 24 graduate credits

>Headcount determined as the distinct number of students in the program that year.

>Assume that 90% of the enrollments will be new enrollments and 10% will be shifting enrollments.

>Assume 20% attrition from 1st to 2nd semester, then 3% attrition every semester. No attrition from 2nd to last semester to last semester.

The University will sponsor the program coordinator for 1 year using funds from the Boise State Online Innovation Fund Student Fee revenue calculated as Student Credit Hours * \$525 per credit. 1.5

>\$525 calculated as estimate of 2021-2022 per-credit

>To be conservative, assume in calculations that per-credit fee does not increase over time

19

\$372,545

III. EXPENDITURES	Ā	r 2022	Ā	2023	FY	FY 2024	FY	FY 2025	F	2026
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs										
1. FTE		1.98		3.52		4.67		4.92		4.92
2. Faculty		\$0		\$0		\$0		\$0		\$66,967
3. Adjunct Faculty		\$50,150		\$116,442		\$162,180		\$174,182		\$139,944
4. Graduate/Undergrad Assistants										
5. Research Personnel										
6. Directors/Administrators		\$60,550		\$45,275		\$78,398		\$76,927		\$73,158
7. Administrative Support Personnel				\$8,498		\$8,752		\$18,030		\$18,571
8. Fringe Benefits		\$26,811		\$31,483		\$48,027		\$53,370		\$73,905
9. Other:										
Total Personnel and Costs	ls \$0	\$137,510	20	\$201,697	20	\$297,358	\$0	\$322,509	80	\$372,545

Budget Notes (continued)

Lecturer FTE: Calculated using (Credit hour load)/24

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Adjunct FTE: Calculated using (Credit hour load)/24 III.A.3

Administrator: Program Coordinator (0.5 FTE in years 1,2,3,1.0 FTE in years 4+). Additional expense included in year 1 to reflect anticipated Jan 2021 start date. Institutional funds will fund position Jan-Dec 2021 III.A.6

III.A.7

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B. Operating Expenditures	On-going	One-time	On-going	On-going One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Travel										
2. Professional Services										
3. Other Services										
4. Communications										
5. Materials and Supplies										
6. Rentals										
7. Materials & Goods for Manufacture & Resale										
8. Miscellaneous - Computer Hardware/Software		\$500		\$500		\$500		\$1,000		\$2,000
Total Operating Expenditures	\$0	\$500	80	\$500	\$0	\$500	\$0	\$1,000	80	\$2,000

Budget Notes (continued): III.B.8 Miscellaneous: Computer hardware/software

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C. Capital Outlay	FY On-going	2022 One-time	FY On-going	FY 2023	FY On-going	2024 One-time	FY On-going	2025 One-time	FY On-going	2026 One-time
Library Resources Equipment										
Total Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FY On-going D. Capital Facilities Construction or Major Renovation	FΥ On-going yor Renovati	FY 2022 One-time ation	FY On-going	2023 One-time	FY On-going	2024 One-time	FY On-going	2025 One-time	FY_ On-going	2026 One-time
E. Other Costs										
Boise State University Support Utilities		\$67,134		\$233,274		\$356,815		\$469,115		\$540,835
Maintenance & Repairs Other										
Total Other Costs	\$0	\$67,134	\$0	\$233,274	\$0	\$356,815	\$0	\$469,115	\$0	\$540,835
TOTAL EXPENDITURES:	80	\$205,145	\$0	\$435,471	\$0	\$654,673	\$0	\$792,625	0\$	\$915,380
Net Income (Deficit) to College_	\$0	-\$25,898	80	\$31,077	80	\$58,958	\$0	\$145,606	\$0	\$166,291

Budget Notes (specify row and add explanation where needed; e.g., "I.A.B. FTE is calculated using..."):

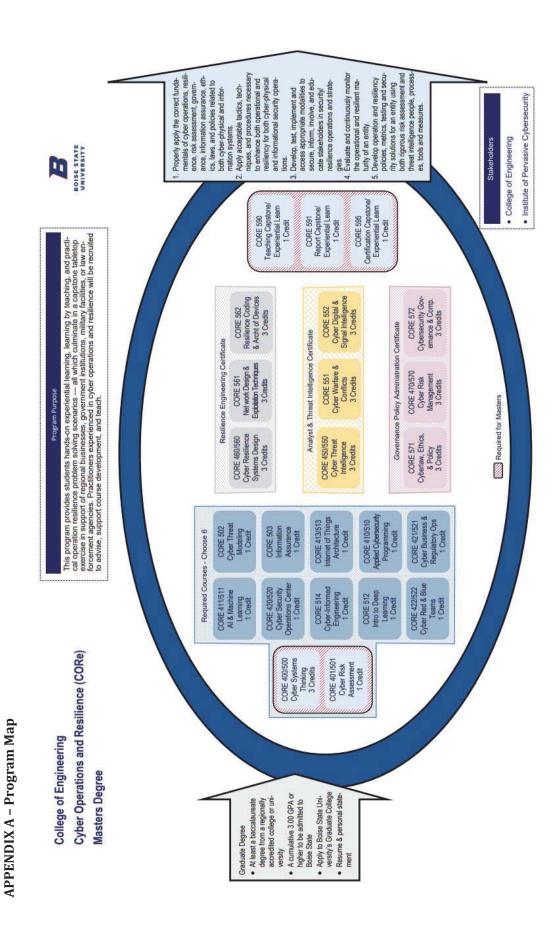
III.E.1 Boise State University Support is defined as follows:

Boise State Online Innovation Fund (3.80% of revenue): Seed funding for academic programs, course development stipends to faculty, open education resource grants Boise State eCampus Center (8.75% of revenue): Provide funding for initiative management, online course/program development and other support services Boise State Central Services (10.00% of revenue). A fund dedicated to funding support services for online students.

and eventually innovation grants

Boise State Online Marketing, Recruitment, Enrollment, Advising and Retention Fund (27.45% of revenue): A fund dedicated to marketing the program, recruiting students, enrolling qualified students, advising students and retaining students throughout the life of the program

23



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APPENDIX B - Letters of Support

Idaho National Laboratory - Scott Cramer, Director Cybercore Integration Center

State of Idaho, Information Technology Services – Keith Tresh, Chief Information Security Officer

Ursus Security, LLC – Kim L. Jones, Founder and Managing Director

Johnny Security Seed, LLC - Richard W. Owen, CEO and Chief Evangelist

MUFG Union Bank, N.A. – Stanley R. Jarocki, Vice President

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October 13, 2020 CCN 248073

Idaho State Board of Education 650 West State St. Suite 307 Boise, ID 83720

Subject: Letter of Support Regarding Boise State Course Offerings in Cyber Operations and Resilience

Dear Board Members.

As part of our continued collaboration with Boise State University (BSU) and in support of the Cybercore Integration Center (CIC) mission at Idaho National Laboratory (INL), this letter expresses our strong endorsement of the proposed Cyber Operations and Resilience course offerings.

INL is a world leader in research and technologies for securing and protecting the critical infrastructure of the United States and is focused on fundamental challenges with greatest impact. Building on the current success of BSU and CIC collaborations, these competency-based learning models will help to reach additional students while addressing outstanding needs in the current workforce.

INL has been observing the cybersecurity security curriculum development across the state of Idaho. University of Idaho offers a BS in Cybersecurity, a degree focused on computer science and programming. Idaho State University is now offering a BAS in Cyber-Physical Systems Engineering Technology, concentrated on industrial cybersecurity. There is another identified need for cyber operations, which targets frontline workers who continually face security concerns and address challenges across the enterprise. We are delighted that BSU has taken the appropriate steps to address this gap, at both the BS and MS level, and are prepared to make course offerings available as soon as next fall.

The fact that the courses will be available as an asynchronous online program, opens the instruction to much broader audiences across the state and affords full-time workers and remote learners the ability to build skills outside of the traditional classroom setting. This progressive and flexible platform offers broad reach and greater access to a variety of students, from diverse backgrounds and skill sets, to advance education and workforce development efforts necessary to meet cybersecurity needs now, and in the future.

In short, we see these programs as beneficial to industry, local governments, counties, and state entities in training cybersecurity frontline workers to protect and defend, enhance critical thinking skills and provide more resilience within our cyber environments, which addresses elements currently in short supply and which will only grow in demand. Increasing the number

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of people capable of cyber operations and accelerating their development, is core to our mission and vital to both our state and the nation.

We applaud BSU efforts and continued contributions in supporting the Idaho cyber-education ecosystem and willingness to advance offerings designed to provide access to a wide range of students, while addressing identified needs is the workforce.

We believe these efforts will be of benefit to the community, the state and the region, as well as INL, and strongly support the proposed offerings being put into practice and made available.

Sincerely,

Scott Cramer, Director Cybercore Integration Center

National & Homeland Security

SC:KL

Distribution:

Sin Ming Loo, Boise State University

cc: Z.D. Tudor, MS 3750

W.C. Kiestler, MS 3750

S.F. McAraw, MS 1444

E.J. Taylor, MS 1444

M.T. Bingham, MS 3605

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State of Idaho

Information Technology Services Office of the Governor

BRAD LITTLE
Governor

JEFF WEAK
Administrator

GREG ZICKAU
Deputy Administrator/
Chief Information Officer

11331 W. Chinden Blvd, Suite B201 P.O. Box 83720 Boise, ID 83720-0042 Telephone (208) 605-4000 or FAX (208) 605-4093 http://its.idaho.gov

September 23, 2020

Idaho State Board of Education 650 West State Street, 3rd Floor Boise, ID 83702

Dear Board Members,

I am writing this letter in support of Boise State University's proposed Bachelor of Science and Master of Science Degree in Cyber Operations and Resilience (CORe).

Given the importance of cybersecurity in every aspect of modern life and the shortage of trained cybersecurity professionals nationwide, this program and the graduates it produces will benefit the public and private sectors inside Idaho and the nation a whole. The proposed Cyber Operations and Resilience programs will build a pathway for professionals to change careers and help existing cybersecurity professionals deepen their expertise. This program will also help cybersecurity professionals progress into management level positions and will feed some of the PhD programs statewide if these same professionals choose to continue their education by pursuing a doctorate degree.

Boise State University already offers a Bachelor of Science in Computer Science with a Cybersecurity emphasis and a PhD in Computing with Cybersecurity emphasis, so these proposed programs fill a missing level that would be attractive to many potential students. Idaho employers need multiple universities inside our state to offer programs that specialize in all aspects of cybersecurity to satisfy the demand and need for trained cybersecurity professionals. To that end, Boise State University is participating in conversations within our state to codify an agreement for all major universities to share courses, curriculum and resources within the cybersecurity area of concentration.

I also want to highlight the fact that Boise State University hired several faculty members with operational cybersecurity experience in the last five years. They have also worked hard to seek and maintain many key industry/government relationships within the cybersecurity field including the State of Idaho, Information Technology Services as well as the Idaho National Lab.

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As an example, and a matter of fact, I was hired in August of 2019 to teach in their current baccalaureate program. I also participate in all of their Cybersecurity planning and sit on the Board of Boise State's up-and-coming Institute for Pervasive Cybersecurity.

In closing, I would like to add that as a public servant with over 25 years of information technology and cybersecurity operational experience, I feel these programs can and will dramatically increase the available number of trained cybersecurity professionals within Idaho and nationwide. I wholeheartedly support the creation and implementation of both the Bachelor of Science and Master of Science degrees in Cyber Operations and Resilience!

If you have questions or need more information, please feel free to contact me at (208) 605-4054 or keith.tresh@its.idaho.gov.

Sincerely,

Keith Tresh

Chief Information Security Officer

Office of Information Technology Services

Office of the Governor Keith.Tresh@its.idaho.gov

Office: (208) 605-4054 Cell: (208) 407-8509

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October 8th, 2020

Idaho State Board of Education 650 West State Street, 3rd Floor Boise, ID 83702

Esteemed Board Members:

I am writing this letter to express my strongest possible support for Boise State University's Cyber Operations and Resilience (CORe) degree programs.

As a senior cybersecurity profession and former senior cyber executive, I have long struggled with the challenge of finding skilled professionals to fill the ranks of my supported organizations. As the cyber talent gap widened and universities took up the call for support, I was disappointed at the caliber of students produced by our institutes of higher learning. In far too many cases "cyber graduates" had only theoretical knowledge of cybersecurity principles across a narrow portion of the career field; they were inadequately prepared to face the fluid (and often non-standard) real-world dilemmas faced by today's cyber warriors.

When I was asked to evaluate Boise State University's CORe program and approach, I entered the process with a high degree of skepticism. I am pleased to say that I left the process more excited and impressed than I have been with a university-led program in a long time. Boise State's curricula (at both the Bachelors and Masters levels) remains entrenched in a real world, practical approach which prepares students to meet the challenges of a cybersecurity career head on. Further, the modular approach is extremely well suited for those looking to transition careers – something which must be embraced if we are ever to close the cyber job-talent gap. Boise State's commitment to hiring top tier cyber talent – including senior cyber executives and not just educational professionals – gives me an extremely high degree of confidence around the caliber of graduates these programs will produce. I look forward to introducing Boise State's first crop of graduates into the companies I advise and support.

Boise State University is to be commended for taking a proactive, thought-leading approach to solving one of our nation's most vexing problems. I urge you to support these efforts wholeheartedly.

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Please feel free to contact me if you have questions.

Sincerely,

Kim L. Jones CISM, CISSP, CDGSE, M.Sc.

Founder and Managing Director

Ursus Security LLC (480) 253-9120

Kim.Jones@UrsusWorldwide.com

https://www.linkedin.com/in/kimjones-cism/

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Johnny Security Seed, LLC. 4412 E la Estancia Cir Cave Creek, AZ 85331 www.JohnnySecuritySeed.com

September 30, 2020

Idaho State Board of Education 650 West State Street, 3rd Floor Boise, ID 83702

Dear Board Members,

I am writing this letter in support of Boise State University's Bachelor of Science (BS) and Master of Science (MS) Degree programs in Cyber Operations and Resiliency (CORe). I understand that Boise State and other universities offer degrees in Computer Science with an emphasis in Cyber Security, but Cyber Security can no longer be just an extra area of study.

In today's world we continue to collect, process and store more information and base many decisions on this ever-growing collection of data. This simply adds greater importance and risk to those systems and data. However, we have a nation-wide shortage of skilled and educated people who can provide the protection that we require. The Cybersecurity Industry is in a need of not only more qualified people, but those who are trained to think and address rapidly changing threats.

I applaud Boise State University for creating programs that start first with the high school student. Johnny Security Seed has a similar effort and approach. As one who has significant technical training and many certifications stacked on top of my formal college education, I have found that the combination has been a key element in my success. I see these programs as vital to creating professionals who can address ever-changing operational issues to ensure the resiliency of critical data and systems. I also support the program's experiential learning credit approach. Hackers follow no formal education road map and to respond we need to create a workforce capable of accomplishing the mission, oftentimes in a less structured fashion. I believe that the proposed curriculums would provide my current and prior businesses a more capable employee to help in this ongoing fight.

As a point of reference, I have spent over 50 years protecting information of which over 30 years was focused on creating and managing cyber security programs. I created the Information Security Program for Mission Operations at Johnson Space Center, NASA. While there, I was awarded a "Silver Snoopy" by the astronauts for the program and a Continuous Improvement Award by the NASA Administrator for avoiding over \$25M in costs. After that, I created four other very successful security programs across various industries. I am a past International President of the Information Systems Security Association (ISSA) and a member of the Information Security Hall of Fame. Most recently I was honored with Fellow status of the world renowned Ponemom Institute (https://www.ponemon.org).

Should you have any questions of if I may be of other assistance, I can be contacted at Rich@JohnnySecuritySeed.com or on my cell at 480-686-5527.

1

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Sincerely,

Richard W. Owen, Jr. CEO and Chief Evangelist

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS DocuSign Envelope ID: E4BC928A-D5CB-447D-9FD4-C80A95F162EFRUARY 18, 2021 ATTACHMENT 2



MUFG Union Bank, N.A.
Information Risk Management
Risk Management Division for the
Americas
6802 E Bobwhite Way
Scottsdale, AZ 85266
T: +1-480-381-0887

Stanley.Jarocki@unionbank.com

Idaho State Board of Education 650 West State Street, 3rd Floor Boise, ID 83702

Dear State Board Members:

I am writing this letter in full support of the proposed Cybersecurity Bachelor and Master programs at Boise State. These programs incorporate fundamental aspects of Cybersecurity that are needed to maintain a key core element — Cyber Operations and Resiliency — that are so desperately needed and which require trained individuals to cover all critical infrastructure sectors today and in the future.

Today, as a veteran of many attacks that I have experienced in the Federal Government sector, the critical infrastructure sectors – financial, healthcare, retail – and having lived through 911 at ground zero, I speak from experience. Cyber resources that drive the systems of our environment must be secure, auditable, compliant, and resilient. Knowledgeable talent is needed at the entry level and senior executive level to promote the proper planning, testing and execution to keep these systems running. Just imagine what would happen if hospital cyber system went down and doctors, nurses and staff had to resort to pen and pencil. Today in the time of the pandemic huge numbers of lives would be lost, treatment would have to stop and those needing care would not be able to get it. And it could be your family members or yourself. Sounds farfetched? Well, it is happening as they are being attacked not only by natural disasters but by Bad Actors using Ransomware, DDoS attacks and other extortion attempts. Cyber is the nervous system, communications paths, and knowledge repositories upon which our lives are built and depend. Therefore, the need for Cyber professionals and cyber warriors to support and build strong infrastructure is needed. Where are they going to get this knowledge? They will be able to get this critical knowledge base from Boise State's Bachelor and Master's programs in Cyber Operations and Resiliency.

The key to these powerful new programs - the Cyber Operations and Resilience (CORe) Bachelor of Science (BS) and Master of Science (MS) programs – lies in their ability to develop focused curriculum that provide needed skill sets that they can use day one. These programs are geared to instruct and produce Cybersecurity professionals focused on operational tools, methodologies, and efficiencies, as well as ensuring system resiliency for maximum risk reduction coverage using risk appropriate costs. The goal of the CORe curriculums is to prepare learners at the beginning levels to view and think of systems as holistic models while determining how resiliency can be achieved. CORe presents the interdependencies infrastructure has between cyber and physical to achieve operational effectiveness. In short, CORe is about business, real life and the world of cybersecurity and their interrelationships and how strengthening the bonds of dependency can lead to a more robust and resilient system/network/society.

A holistic system level thinking approach is at the heart of the CORe program. The asynchronous online curriculum provides for a challenging set of achievement modalities:

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- 1. Pathways for high school students (traditional and career & technical education), community college graduates, and working professionals with an undergraduate degree in any field,
- 2. Stackable certification pathways for learners to achieve career alignment without the need for long-term program commitments,
- 3. A curriculum that awards experiential learning credits in an affordable manner,
- 4. A potential for strong internship with local and national industries and critical infrastructure sectors, and
- 5. Accelerated BS/MS curriculum for learners looking to achieve maximum career opportunity in the shortest time frame possible.

As an early practitioner in the field of Cybersecurity I had to boot strap my knowledge with a lot of "OJT" (On the Job Training) to get the job done. Adding needed skills such as audit, risk management and executive leadership was not easy. Holding CISO positions in a variety of industries and major companies in the financial, healthcare and retail sectors. - I can attest that finding individuals with these skills is extremely hard. Nationally, there is estimated to be over 3 million job openings creating a dire shortage of talent. This is exasperated even more due to the increased attacks by bad actors and nation states who feel we are too preoccupied with the "Pandemic." Trained people are desperately needed with practical operational skills who can contribute day one.

As the editor / contributor of the USA National Security Plan for the financial sector and chief architect of the Financial Services Information Sharing and Analysis Center and presently as a VP of Information Risk Management for the 5th largest bank in the World – MUFG – I can attest that quality trained talent is desperately needed. Additionally, as an advisor to higher education intern programs, it is extremely important that Cybersecurity needs to start with K-12 to show that diversity and excitement does exist in the world of Cybersecurity. I believe the curriculum that I have reviewed is the right start in our battle to cultivate passionate and talented individuals who will be practically trained to jump in and defend the cyber world of today and, more importantly, tomorrow.

I also believe local Boise Headquartered companies such as Albertsons is another example of an organization that requires cybersecurity and resiliency as we have observed in recent disasters and the Pandemic. Food supplies are critical and the supply chain systems that support operations and get the goods to the stores and people is critical to humanity's survival.

So it is extremely important that support for the ability to produce learners with the caliber of talent needed for the state of Idaho, the nation, and worldwide, be provided at the highest level of state government – through the governor's office, and through approval of these programs through the state board of education.

Sincerely,

Stanley R. Jarocki

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Vice President

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Cybersecurity Education Opportunities Fall 2021 and Beyond

PhD in Computing, Cybersecurity Emphasis - Now / In-person

- *MS, Cyber Operations & Resilience Fall 2021 / Online
- *MS, Cybersecurity Fall 2021 / In-person

Certificate in Cryptography and Cryptanalysis - Fall 2021 / Online

BS, Computer Science w/ Cybersecurity Emphasis - Now / In-person

*BS, Cyber Operations & Resilience - Fall 2021 / Online BS, Computer Systems Engineering - Fall 2021 / In-person

Cybersecurity Minor - Now / In-person

Four Cyber/Physical Certificates for STEM Students - Now / Hybrid (Power, Process, Software, Hardware)

Cryptography and Cryptanalysis Certificate - Fall 2021 / Online

Cyber Operations Certificate and Certification - Now / Online

Cybersecurity For All Certificate - Now / Online

Graduate Degrees

Graduate Certs

Undergrad Minors or Degrees

Undergrad Certs

Certifications

*Under Review. Forthcoming subject to the Board approval.